

Title 19 ————— EDUCATION

Part 2 ————— TEXAS EDUCATION AGENCY

Chapter 113 ————— TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL  
————— STUDIES

Rule ~~§113.46~~ ————— Sociology (One-Half Credit), Beginning with School Year 2030-2031

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Previous Rule

Next Rule

~~(a) General Requirements. Students should be awarded one-half unit of credit for successful completion of this course:~~

Content Advisor Recommendation and Explanation

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~~(b) Introduction:~~

~~(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course describes the development of the field as a scientific study of human society, social behavior, patterns, structures, institutions, and cultures that shape our lives. Students will learn the historical development of the field as well as the role of culture, social structure, socialization, and social change in today's society.~~

With this description in mind, this document represents the content advisor's recommendation as to the content and organization of Sociology as a field of study taught at the high school level. The recommendation from Work Group A were incorporated where feasible in order to provide clarity as to organization, content, verb-choice, other social studies skills (tagged and bolded), and the proper sequencing of topics and subtopics. This recommendation also takes into account the view of Work Group A that additional content was needed to ensure a complete and adequate level of content for a one-half credit course.

~~(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) Social studies are the disciplines that study the history and nature of mankind, above all history, political theory, economics, and geography, and which teach the student about the ideals and institutions of liberty, civic virtue, and republican self-government. The primary purpose of American social studies is to educate students to become self-reliant~~

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citizens who respect the dignity and the rights of their fellow Americans, who love their country, and who cherish their liberties and their laws:

(4) The five strands of the essential knowledge and skills for social studies, listed and defined here in (3)(A-E), are intended to be integrated for instructional purposes. Texas Education Code (TEC), §28.002(a)(1)(D) requires four of the strands: Texas, United States, and world history; government/civics; economics, with emphasis on the free enterprise system and its benefits; and geography. With government/civics, it additionally addresses the requirements in Texas Education Code (TEC), §28.002(h) for civic knowledge. The fifth strand, social studies skills, addresses the requirements in §28.002(c) to identify the essential skills of each subject of the required curriculum. Skills listed in the social studies skills strands in subsection (b) of this section should be applied where appropriate to the teaching of the five knowledge strands listed in subsection (b) of this section. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines, analysis, and evaluation are taught together. 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. The six strands of the essential knowledge and skills for social studies are:

~~(A) **History (Texas, United States, and world) [H].** Understanding of the distinctive histories of the world’s enduring faiths and nations, significant historical individuals, political, military, religious, social, and cultural events and developments, relationships between the past, the present, and the future, multiple historical interpretations and ideas, how scientific discovery and technological innovation have improved the welfare of humanity, exemplary masterpieces in literature and the fine arts, the distinctive common cultures of the free peoples of the United States and Texas, characterized by the habits of liberty and the pursuit of happiness, these cultures’ roots in the Western heritage, and how the evolution of the ideals and institutions of liberty and republican self-government in different times and places has contributed to the formation of modern American ideals;~~

~~—————(B) **Government/Civics [G/CIV].** Understanding of how governments function, provide order, and allocate resources, how individuals and groups achieve their goals through political systems, the interdependence of liberty, law, and civic virtue, and the Western heritage of republican self-government to preserve natural liberty, and of how the American and Texas republican governments have institutionalized the practice of liberty and continue to work to preserve and expand the principles and practices of liberty.~~

Complimentary to Government is **Civics**. Understanding of the rarity of free government in human history and of the slow development and application of the ideals and institutions of religious, political, and intellectual liberty; particularly those embodied in republican self-government, and of why liberty should be cherished, how it can be preserved, what natural rights cannot be abridged by government, and why government exists to preserve those natural rights; understanding of the ideals, duties, and benefits of citizenship in the United States and other polities, and of how American and Texan individual citizens have worked to preserve and expand individual liberty, which will prepare students to preserve our federal republic through an understanding of the principles of liberty and equal opportunity, and of civic virtues and habits; and understanding of the primary sources that document and provide enduring articulations of the evolution of the ideals and institutions of liberty and republican self-government, and of the words, original intent, and significance of the great documents of liberty, especially those that illuminate the history of liberty and republican self-government in the United States and Texas, including, as referenced in the Texas Education Code (TEC), §28.002(h), the entirety of the Declaration of Independence, the entirety of the United States Constitution, the Federalist Papers, including the entirety of Essays 10 and 51, excerpts from Alexis de Tocqueville's Democracy in America, the transcript of the first Lincoln-Douglas debate, the writings of the founding fathers of the United States, the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and the entirety of Martin Luther King Jr.'s speech "I Have a Dream";

(C) **Economics [E]**. With emphasis on the free enterprise system and its benefits. Understanding of the ideals, institutions, and benefits of economic freedom and how people's activities give rise to economic systems that manifest private and public choices of how to produce, distribute, and consume goods and services, which will prepare students to make informed economic decisions;

(D) **Geography/Culture [GEO/C]**. Understanding of maps and ability to locate the natural and physical contours of Texas, the United States, and the world, including knowledge of physical geography, regional geography, demographic analysis, and the role of geography in civilization formation;

(E) **Other Social Studies Skills [SSS]**. Understanding of how historians interpret and write about the past, which will prepare students by the time they graduate from high school to identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence, explain

primary sources in their own words, explain how to analyze sources for frame of reference, historical context, and point of view to interpret historical events; and analyze primary and secondary sources to determine frame of reference, historical context, and point of view.

(5) Students identify the role of the U.S. 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.

(6) Throughout social studies in Kindergarten-Grade 12, students build a foundation in liberty; documents of liberty; history; geography; economics; government; citizenship; culture; science and technology; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of liberty of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(7) 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 and the laws made under it.

(8) 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 TEC, §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 heritage of our nation, 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.

(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 from the Declaration of Independence: "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."~~

~~(9) Students discuss how U.S. citizens and the local, state, and federal governments have striven to achieve the ideals of liberty and republican self-government espoused in the founding documents.~~

~~(10) For any course or subject, including an innovative course, for a grade level from kindergarten through grade 12, as referenced in the Texas Education Code (TEC), §28.0022:~~

~~(A) A teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs;~~

~~(B) A teacher who chooses to discuss a topic described by Subdivision (A) shall explore that topic objectively and in a manner free from political bias;~~

~~(C) A school district, open-enrollment charter school, or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:~~

~~1. work for, affiliation with, or service learning in association with any organization engaged in lobbying for legislation at the federal, state, or local level, if the student's duties involve directly or indirectly attempting to influence social or public policy or the outcome of legislation; or social policy advocacy or public policy advocacy;~~

~~2. political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or~~

~~3. participation in any internship, practicum, or similar activity involving social policy advocacy or public policy advocacy.~~

~~(D) A teacher, administrator, or other employee of a state agency, school district, or open-enrollment charter school may not:~~

~~1. Require or make part of a course inculcation in the concept that one race or sex is inherently superior to another race or sex;~~

~~a. that an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;~~

~~b. that an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex;~~

~~c. that an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;~~

~~d. that an individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex;~~

~~e. that meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;~~

~~f. that the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality;~~

~~2. teach, instruct, or train any administrator, teacher, or staff member of a state agency, school district, or open-enrollment charter school to adopt a concept listed under Paragraph (1); or~~

~~3. require an understanding of the 1619 Project.~~

~~(E) Subsection (9)(C) does not apply to a student's participation in:~~

~~1. Community charitable projects, such as building community gardens, volunteering at local food banks, or other service projects;~~

~~2. An internship or practicum:~~

~~a. For which the student receives course credit under a career and technology education program or under the P-TECH program established under Texas Education Code (TEC), §29.553;~~

~~b. And that does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or~~

~~3. A program that prepares the student for participation and leadership in this country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.~~

~~(F) A state agency, school district, or open-enrollment charter school may not accept private funding for the purpose of developing a curriculum; purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Subsection (9)(D)(1);~~

~~(G) A school district or open-enrollment charter school may not implement, interpret, or enforce any rule in a manner that would result in the punishment of a student for reasonably discussing the concepts described by Subsection (9)(D) in school or during a school-sponsored activity or have a chilling effect on reasonable student discussions involving those concepts in school or during a school-sponsored activity;~~

~~(H) Nothing in this section may be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under this subchapter;~~

~~(I) This section does not create a private cause of action against a teacher, administrator, or other employee of a school district or open-enrollment charter school. A school district or open-enrollment charter school may take appropriate action involving the employment of any teacher, administrator, or other employee based on the individual's compliance with state and federal laws and district policies; and~~

~~(J) Nothing in this section may be construed as prohibiting a teacher employed by a school district or open-enrollment charter school from directing a classroom activity that involves students communicating with an elected official so long as the district, school, or teacher does not influence the content of a student's communication.~~

(c) Knowledge and Skills

~~(1)(S.1)~~ **What is Sociology?** The student understands the foundations of sociology. The student is expected to:

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(A) Describe the development of the field of sociology. ~~+++~~

1. ~~Explain-Describe~~ central concepts central to sociology.
2. ~~Understand-Identify~~ how different sociological perspectives have \_\_\_\_\_ developed.
3. Identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Adam Smith, Max Weber, and Karl Marx and Harriet Martineau and their contributions to sociology.
4. ~~Describe-Identify~~ the types of societies that exist in the world today.

(B) Describe the leading sociological ideas from the 19<sup>th</sup> century sociologists and how they have shaped field. ~~+++~~

1. Identify the sociological ideas of August Comte and how Comte intended positivism to substitute for religion.
2. Identify the sociological ideas of Karl Marx (*The German Ideology*), including class struggle, dialectical/historical materialism, and base/superstructure.
3. Identify the key sociological ideas found in the works of Emile Durkheim, including social realism and the sociology of knowledge.
4. Identify the key sociological ideas and concepts of Max Weber, including disenchantment, charismatic leadership, and value-free social science.

(C) Describe the key ideas of significant sociological thinkers of the 20<sup>th</sup> century. ~~+++~~

1. Describe the key sociological ideas of Talcott Parsons.
2. Describe the key sociological ideas of W.E.B. DuBois.
3. Describe the key sociological ideas of C. Wright Mills, including an examination of *The Power Elite*
4. Describe the key sociological ideas of Robert Michels, including an examination of *Political Parties*.

5. Identify the key sociological ideas of James Burnham, including an examination of *The Managerial Revolution*.

~~6. Compare the sociological ideas from the 20<sup>th</sup> century utilizing excerpts from primary sources to evaluate the perspectives of Talcott Parsons, W.E.B. DuBois, C. Wright Mills, Robert Michels, and James Burnham [OSSS].~~

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(D) Examine culture in society and its different forms. ~~[GEO/C].~~

1. ~~Identify-Describe~~ the elements of culture, including language, symbols, norms, and values, ~~and communicate how these concepts relate to students lives or society [OSSS].~~

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2. ~~Provide-Identify~~ examples of subcultures and what makes them unique.

3. Define the concepts of membership roles, status, values, mores, role conflicts, and methods of resolution.

~~(S.2)[Sociological Research.]~~ The student understands the importance of sociological research and its relationship to developing the field of sociology. The student is expected to:

(A) Explain the scientific process of studying the social world through systematic observation.

1. ~~Describe-Identify~~ the scientific steps social scientists use to develop theories.

2. Describe the importance of employing the scientific method in social science research.

3. ~~Describe-Identify~~ the research methods employed to investigate the social world, including primary data, secondary data, structured interviews, surveys, field research, participant observation, ethnography, case study, and experiments.

4. Compare the reliability of survey data vs. in-person interviews.

5. Define sample bias and describe how it can be avoided.

6. Distinguish population-based sampling from other forms, (e.g., convenience sampling, opt-in surveys).

7. Distinguish dependent and independent variables in a research setting.

8. Distinguish lines of questioning: what happened? (factual); did this happen everywhere? (comparative); how did this unfold over time? (developmental); and why did this happen? (theoretical).

(B) Explain the role of ethics in sociological research.

1. Understand the obligation of social scientists to avoid harming human subjects (beyond mild discomfort).

2. Explain the importance of informed consent.

3. Describe the Milgram experiment and the ethical lessons to be learned from it.

4. ~~Understand~~ ~~Examine~~ the importance in sociological research of practicing neutrality on controversial topics when disclosing research findings.

~~5. Explain why anonymity of subjects is more secure than assurances of confidentiality.~~

~~(S.3)~~ **Theoretical Perspectives.** The student understands sociology's theoretical perspectives. The student is expected to:

(A). Describe the functionalist view of society.

1. Describe the collective conscience and social integration.

2. Describe mechanical solidarity, organic solidarity, and anomie.

3. Describe manifest and latent functions.

(B) Describe Karl Marx and the conflict view of society. ~~(H)~~

1. Describe the base and superstructure theory on the economy and society.

2. Describe class conflict, capitalism, and alienation as it relates to conflict and change.

(C) Describe rational choice theory (utilitarianism)

1. Describe how rational choice seeks and how it explains human behavior and utility maximization. to explain human behavior. ~~by maximizing utility in relation to cost.~~

2. Explain how social exchange contributes to a stable social order.

3. Describe Max Weber's iron cage and the costs of rationality within bureaucracies.

(D) Describe the importance of symbolic interactionism as a key sociological framework and its application to a real-world situation.

1. Examine how symbolic meanings are developed through social interactions.

2. Explain the contributions of George Herbert Mead and Herbert Blumer with developing symbolic interactionism as a field of sociological study.

~~(S.4)~~ **[Society and Social Interaction.]** The student understands different societies and social interaction. The student is expected to:

(A) Describe the difference between pre-industrial, industrial, and post-industrial societies **[H]**.

1. Identify differences between types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial.

2. Explain how society evolves and cause and effect of social and institutional change.

(B) Explain the nature of social structures.

1. Identify social structures as relations that have no existence apart from human activity.

2. Describe social structures as having the power to make changes happen in the real world.
3. Describe social structures as depending on cognition, but distinct from knowledge and values.
4. Describe social structures as expressed through lived bodily practices, generated and reinforced by cooperation and negative sanctioning, and transformed only over time.

(C) Describe the social constructions of reality.

1. Identify terminology associated with the social construction of reality, including habituation, institutionalization, Thomas theorem, and the self-fulfilling prophecy.

2. Explain how role theory constructs reality, including concepts like roles, status (ascribed and achieved status), role-set, role strain, and role conflict.

3. Describe Erving Goffman's dramaturgical analysis and how it explains the construction of reality.

~~4. Distinguish the theoretical argument that social constructions exist from social constructionism (the philosophical claim that absolutely everything is a social construction) and analyze arguments for and against social constructionism.~~

~~(S.5) [Socialization.] The student understands how people are socialized into society. The student is expected to:~~

~~(A) Define the concepts and process of how people are socialized into society.~~

~~1. Describe the meaning of the "individual self" as a sociological concept.~~

~~2. Describe how narrative bestows meaning on actions and events.~~

~~3. Explain how the imagination has more influence on our convictions and actions than does argumentation.~~

24. Describe the stages of child socialization.

35. Describe the concept of agency and its role in shaping the individual.

(B) Describe the importance of social group agents in helping people learn how to function successfully in the social world.

1. ~~Identify-Define~~ agents of socialization, including the family, peer \_\_\_\_\_ groups, school, the workplace, religion, government, and the mass \_\_\_\_\_ media.

2. ~~Describe-Explain~~ terminology associated with socialization across the \_\_\_\_\_ life course, including rite of passage and anticipatory socialization.

**(S-6) Groups and Organizations.** The student understands the structure and \_\_\_\_\_ functions of \_\_\_\_\_ groups to achieve goals and bring about change. The student **is** \_\_\_\_\_ expected to:

(A) Examine the types of groups and their function in everyday life.

1. ~~Identify-Describe~~ the types of groups, including primary groups, secondary groups, in-groups, out-groups, and reference groups.

2. Explain how groups serve emotional and expressive needs.

(B) Explain the way size influences group dynamics.

1. ~~Differentiate~~~~Explain the differences~~ between a dyad and triad.

2. Explain group leadership and concepts associated with the \_\_\_\_\_ function \_\_\_\_\_ and styles of leadership, including: \_\_\_\_\_ instrumental leader, expressive \_\_\_\_\_ leaders, democratic leaders, \_\_\_\_\_ laissez-faire leaders, and authoritarian \_\_\_\_\_ leaders.

3. ~~Explain concepts associated with~~~~Describe~~ the structure and function of \_\_\_\_\_ bureaucracies **as it relates to \_\_\_\_\_ students' lives and society [OSSS], including hierarchy of authority, division of labor, \_\_\_\_\_ explicit rules, impersonality, meritocracies, and the Iron Rule of \_\_\_\_\_ Oligarchy:**

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4. Describe how bureaucratic organizational form tends to increase organizational efficiency.

5. Describe how institutions control human behavior by setting up and rewarding predefined patterns of conduct.

6. Describe how groups tend to become more stable and less intimate and they grow larger.

**(S.7) [Government and Politics.]** The student understands the nature of government, politics, and economics in the ongoing conduct of social life. The student is expected to:

(A) Differentiate between power, government, and authority **[H, G/CIV]**.

1. ~~Explain~~ **Analyze the meaning and sociological significance of what** Lord Acton's ~~\_\_\_\_\_~~ **meant when he said, "Power tends** \_\_\_\_\_ **to corrupt; absolute power corrupts absolutely." using** \_\_\_\_\_ **methods of civil discourse [OSSS],**

2. Explain ~~how power operates in social groups and modern political institutions. the nature of power in social life.~~

3. ~~Explain terminology related to modern political life, including nation-state, sovereignty, absolute monarchy, and the state.~~

3.4. ~~Explain~~ **Differentiate between** the three distinct types of authority, including \_\_\_\_\_ traditional, \_\_\_\_\_ charismatic, and rational-legal.

(B) Explain the significance of direct and representative democracy **[G/CIV]**.

1. ~~Explain~~ **Differentiate between why** anarchy, or the absence of organized \_\_\_\_\_ government, \_\_\_\_\_ **with direct and representative democracy. \_\_\_\_\_ does not facilitate a living environment for society.**

2. Compare and contrast direct (participatory) democracy with representative government.

(C) Differentiate between different economic models of free enterprise and socialism and how they impact society **[E]**.

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1. Explain the free enterprise system and how it emphasizes individual economic freedom.

2. Explain socialism as an economic model that emphasizes collective or public ownership of the means of production.

3. ~~Compare-Differentiate between and contrast~~ economic models of free enterprise and socialism using a variety of sources [OSSS].

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~~4. Analyze how free enterprise systems and socialism distribute power, resources, and opportunities in society.~~

~~(S.8)~~ **[Social Capital.]** The student understands the concept of social capital and the benefits it advances towards social life. The student is expected to:

(A) Explain social capital and how social relationships among people serve as an intangible social resource that facilitates action and achieves goals. ~~[G/CIV].~~

1. Identify the key arguments of leading scholars in the field of social capital, including Robert Putnam, James S. Coleman, and Mark Granovetter.

2. ~~Explain-Describe the characteristics of~~ social capital as a resource in society ~~resource embedded in social structures that facilitates action.~~

3. ~~Explain-Evaluate~~ Robert Putnam's view on the civic value of social ~~capita~~ capital utilizing excerpts from primary sources [OSSS].

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~~4. Explain the relationship between social capital and mutual trust, and contrast the features of low-trust and high-trust societies.~~

(B) Explain how social capital advances individual and community well-being.

1. ~~Explain-Analyze~~ how an individual's access to a social network facilitates-influences access to resources, information, support, and personal and professional opportunities.

2. Describe how networks, norms, trust, and reciprocity bind people together and make communities stronger, healthier, and more resilient to achieving community goals.

3. Explain how systems of social stratification influence factors that affect resources, opportunities, and social mobility.

**(S.9) [Demography]** The student understands demography as a field of study and its contribution to the study of populations. The student is expected to:

(A) Explain terminology and concepts associated with demography:

1. Describe measures used by demographers, including fertility rate and mortality rate.

2. Explain the usefulness of the population pyramid for understanding population composition.

3. Describe trends in fertility rates in the developed world since 1945.

(B) Explain major demographic theories that inform perspectives on population growth **[H]**:

1. Describe the Malthusian theory of population growth.

2. Describe Zero Population Growth (ZPG):

3. Describe the Cornucopian Theory:

(C) Explain how immigration profoundly shapes demographics by adding population growth:

1. Describe how migration patterns have affected population growth in the United States:

2. Explain how migration patterns influence labor markets and economies:

**(S.10) [The Sociology of Discrimination]** The student understands discrimination occurs in everyday life between individuals and groups based on some ascribed or perceived trait. The student is expected to:

(A) Describe terminology associated with discrimination from a sociological perspective.

1. Describe the difference between stereotypes, prejudice, discrimination, and bias.

2. Describe the difference between ethnicity and race.

(B) Identify legislative and judicial efforts to eliminate discrimination based upon some ascribed perceived trait **[H, G/CIV]**.

1. Explain the significance of Title VII of the 1964 Civil Rights Act.

2. Explain the significance of *Students for Fair Admissions v. Harvard* (2023).