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| **Texas Standards- Sociology** | **Dream of a Nation Chapter(s)** | | | | | | | | | | | |
|  | ***1. A People Centered and Accountable Government*** | ***2. Citizen Stewardship*** | ***3. Creating a Stable and Equitable Economy*** | ***4. A New Media That Informs and Empowers*** | ***5. Aiming for the Best in Education*** | ***6. Re-Powering America*** | ***7. Improving Health and Avoiding Alarming Trends*** | ***8. Ending Poverty and Building Common Wealth*** | ***9. Re-Imaging Business*** | ***10. Strengthening Communities*** | ***11. Waging Peace*** | ***12. A Nation That Shines*** |
| (10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:  (A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;  (B) define poverty and its components and analyze poverty’s impact on the individual and society;  (C) contrast theories of social stratification; and  (D) recognize and examine global stratification and inequality. |  |  |  |  |  |  |  |  |  |  |  |  |
| (11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:  (A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;  (B) contrast the terms discrimination, prejudice, and bias;  (C) discuss the ramifications of stereotyping;  (D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian |  |  |  |  |  |  |  |  |  |  |  |  |
| (12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:  (C)(B) analyze the effects of an aging society;  (D)(C) compare the nature of health care in a global society; and  (E)(D) evaluate the nature of health care in different segments of American society. |  |  |  |  |  |  |  |  |  |  |  |  |
| **(**(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:  (B) argue and defend some current issues in American education; |  |  |  |  |  |  |  |  |  |  |  |  |
| (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:  (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. |  |  |  |  |  |  |  |  |  |  |  |  |