

Houghton Mifflin Harcourt
***Sociology: The Study of Human Relationships* © 2010**

correlated to the

**Indiana Academic Standards for Social Studies (May 2014),
Sociology**

Standards		Page References
Standard 1: Foundations of Sociology as a Social Science		
Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.		
S 1.1	Define sociology and trace its development as a distinct discipline	SE/TE: 4-7, 8-14, 15-19
S 1.2	Identify key figures in the development of the discipline of sociology	SE/TE: 9-14, 16-18
S 1.3	Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, political science	SE/TE: 5-6
S.1.4	Explain the major theoretical perspectives (paradigms) common to sociology including structural functional; symbolic interaction; and conflict theory. Identify key theorists with each. Recognize how each perspective sheds light on human social behavior	SE/TE: 16-18
S 1.5	Describe how observations become generalizations which become theories through replication with the use of the scientific method	SE/TE: 20-23

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
S.1.6	Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, case study. Explain the strengths and weaknesses of each	SE/TE: 24-27
S.1.7	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.	SE/TE: 2-3, 32-33, 52-53, 88-89, 108-109, 134-135, 156-157, 184-185, 206-207, 230-231, 258-259, 280-281, 306-307, 336-337, 368-369, 392-393
S.1.8	Develop a research design applying appropriate methodology, and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.	SE/TE: 28-29, 48-49, 80-81, 104-105, 130-131, 152-153, 176-177, 202-203, 226-227, 250-251, 276-277, 302-303, 332-333, 360-361, 388-389, 424-425
S.1.9	Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.	SE/TE: 31, 51, 83, 107, 133, 155, 179, 205, 229, 253, 279, 305, 335, 363, 391, 427
<p>Standard 2: Culture Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p>		
S.2.1	Define culture as a human survival strategy; Identify the, material and non-material components of culture.	SE/TE: 34-37
S.2.2	Explain the differences between the concepts: culture and society.	SE/TE: 35-37
S.2.3	Identify and apply elements of nature vs. nurture in explaining human social behavior.	SE/TE: 88-91
S.2.4	Identify American cultural values; explain how the U.S. is a heterogeneous society.	SE/TE: 44-47
S.2.5	Identify culture conflict, cultural similarity, cultural diversity.	SE/TE: 38-42

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
S.2.6	Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.	SE/TE: 35-37
S.2.7	Define and explore the defining characteristics of subcultures in the United States	SE/TE: 40, 93, 100, 113, 122
S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and postindustrial.	SE/TE: 62-66
S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.	SE/TE: 31, 51, 83, 107, 133, 155, 179, 205, 229, 253, 279, 305, 335, 363, 391, 427
S.2.10	Identify both rights and responsibilities the individual has to the group.	SE/TE: 68-73
S.2.11	Explain how functionalists, interactionists, and conflict theorists differ in their view culture.	SE/TE: 34-37, 38-42
<p>Standard 3: Socialization Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.</p>		
S.3.1	Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle	SE/TE: 90-94, 95-98, 99-103
S.3.2	Explain how the self concept is formed (from the interactionist perspective)	SE/TE: 90-94
S.3.3	Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission	SE/TE: 95-98
S.3.4	Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self concept	SE/TE: 95-97
S.3.5	Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills	SE/TE: 99-102, 103

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
	attainment)	
S.3.6	Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions – re-socialization, and others)	SE/TE: 99-102
S.3.7	Discuss how societies recognize rites of passage.	SE/TE: 99-102, 103
Standard 4: Social Stratification Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.		
S.4.1	Define stratification (as sociologists define it).	SE/TE: 186-190
S.4.2	Examine Weber’s multi-dimensional model of stratification and compare with Marx’s one dimensional model.	SE/TE: 188, 190
S.4.3	Identify how different types of societies compare regarding stratification. (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status)	SE/TE: 186-191, 192-196
S.4.4	Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.	SE/TE: 189-190
S.4.5	Explain how stratification differs from simple inequality and how stratification relates to ideology.	SE/TE: 187, 188-190
S.4.6	Explore some of the consequences (or results) of stratification.	SE/TE: 197-201
S.4.7	Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.	SE/TE: 192-196
S.4.8	Distinguish between the terms role, status, and esteem.	SE/TE: 54-57, 64, 65, 189
S.4.9	Explain how roles and role expectations can lead to role conflict.	SE/TE: 56, 57

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
<p>Standard 5: Sociology of Gender Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.</p>		
S.5.1	Distinguish between biological (ascribed) status and socially assigned gender roles	SE/TE: 233
S.5.2	Explore how gender role socialization occurs	SE/TE: 233-235
S.5.3	Explore sexism in language	SE/TE: 234-236
S.5.4	Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.	SE/TE: 233-235
S.5.5	Explore how gender roles differ in different societies and how they change over time	SE/TE: 235-237
S.5.6	Examine gender roles from the functionalist, the interactionist, and the conflict perspectives	SE/TE: 233-235
<p>Standard 6: Sociology of Groups Students explore the nature and functions of groups, both primary and secondary. Factors influencing group formation will be examined; students also explore the impact of social groups on individual and group behavior.</p>		
S.6.1	Sociologically define social group and distinguish groups from crowds, aggregates, etc.	SE/TE: 69-70
S.6.2	Distinguish between primary groups and secondary groups with examples of each	SE/TE: 71-72
S.6.3	Explore reasons for group formation; distinguish instrumental from expressive needs	SE/TE: 70-73
S.6.4	Outline and illustrate the functions of groups both for individual group members	SE/TE: 72-73

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
	and for society	
S.6.5	Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society	SE/TE: 70-71
S.6.6	Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style	SE/TE: 73
S.6.7	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.	SE/TE: 41, 412
S.6.8	Define different types of groups (involuntary, voluntary, coercive, reference)	SE/TE: 70-72
S.6.9	Explore the formation of group norms	SE/TE: 73, 77
S.6.10	Demonstrate democratic approaches to managing disagreements and solving conflicts.	SE/TE: 73
Standard 7: Social Institutions		
Students identify the impact of social institutions on individual and group behavior. They understand that social institutions influence the development of the individual through the socialization process. The function of one or more social institutions will be examined.		
S.7.1	Define social institution as made up of norms and values surrounding an activity considered important to society.	SE/TE: 17, 65, 261, 338, 347
S.7.2	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.	SE/TE: 260-265, 266-270, 271-275, 282-286, 287-291, 292-296, 297-301, 308-315, 316-321, 322-326, 327-331, 338-341, 342-346, 347-352, 353-359
S.7.3	Discuss the concept of political power and factors that influence political power.	SE/TE: 292-301
S.7.4	Conduct research and analysis on an issue associated with social structure or social institutions.	SE/TE: 80-81, 179, 276-277, 279, 302-303, 305, 310, 332-333, 335, 340, 360-361, 363
S.7.5	Examine in depth one or more important social institutions (such as marriage	SE/TE: 260-265, 266-270, 271-275, 282-286, 287-291, 292-

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
	and family, education, health care, judicial, health care, religion) and its functions for society. Also consider how conflict theory sees the institution.	296, 297-301, 308-315, 316-321, 322-326, 327-331, 338-341, 342-346, 347-352, 353-359
Standard 8: Collective Behavior and Social Change Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.		
S.8.1	Describe how and why societies change over time.	SE/TE: 370-377, 409-414, 415-418, 419-423
S.8.2	Examine various social influences that can lead to immediate and long-term changes.	SE/TE: 404-408, 409-414, 415-418
S.8.3	Using an example, describe how collective behavior can influence and change society.	SE/TE: 394-403, 404-408
S.8.4	Examine how technological innovations and scientific discoveries have influenced major social institutions	SE/TE: 26, 77, 119, 144, 172, 245, 264, 290, 318, 386
S.8.5	Discuss how innovations in science and technology affect social interaction and culture.	SE/TE: 35, 36, 39, 64, 117, 129, 144, 172, 283, 380, 386
S.8.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.	SE/TE: 347-352, 353-359
S.8.7	Distinguish major differences between social movements and collective behavior with	SE/TE: 394-403, 404-408
S.8.8	Investigate the consequences to society as a result of changes.	SE/TE: 409-414, 419-423
S.8.9	Trace the development of the use of a specific type of technology in the community.	SE/TE: 35, 36, 39, 64, 117, 129, 144, 172, 283, 380, 386
S.8.10	Cite examples of the use of technology in social research.	SE/TE: 22-27, 77, 119, 144, 172, 245, 264, 290, 318, 386
S.8.11	Evaluate a current issue that has resulted from scientific discoveries and/or	SE/TE: 244, 245, 380, 386, 412-413

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
	technological innovations.	
Standard 9: Social Problems Students analyze a range of social problems in today’s world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.		
S.9.1	Identify characteristics of a “social” problem, as opposed to an “individual” problem.	SE/TE: 158-159, 162-163, 168-169
S.9.2	Describe how social problems have changed over time. (History)	SE/TE: 159, 161, 172, 175
S.9.3	Explain how patterns of behavior are found with certain social problems.	SE/TE: 162-167, 168-185
S.9.4	Discuss the implications of social problems for society.	SE/TE: 162-167, 168-185
S.9.5	Examine how individual and group responses are often associated with social problems.	SE/TE: 159, 161, 172
S.9.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.	SE/TE: 159-160, 172-174
S.9.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.	SE/TE: 172-174, 182
S.9.8	Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)	SE/TE: 176-177
Standard 10: Individual and Community Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.		
S.10.1	Describe traditions, roles and expectations necessary for a community to continue.	SE/TE: 62-66, 68-73, 394-403
S.10.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective	SE/TE: 394-403, 404-408

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the **Indiana Academic Standards for Social Studies (May 2014), Sociology**

Standards		Page References
	behavior.	
S.10.3	Discuss theories that attempt to explain collective behavior.	SE/TE: 401-402
S.10.4	Define a social issue to be analyzed.	SE/TE: 79, 151, 161, 225, 403
S.10.5	Examine factors that could lead to the breakdown and disruption of an existing community.	SE/TE: 162-167, 168-185
S.10.6	Discuss the impact of leaders of different social movements.	SE/TE: 73, 405-406
S.10.7	Define propaganda and discuss the methods of propaganda used to influence social behavior.	SE/TE: 399-400
S.10.8	Discuss both the benefits and social costs of collective behavior in society.	SE/TE: 394-403
S.10.9	Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.	SE/TE: 84-85, 180-181, 254-255, 364-365, 428-429
S.10.10	Identify a community social problem and discuss appropriate actions to address the problem.	SE/TE: 162-167, 168-185, 197-201, 396-397
S.10.11	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.	SE/TE: 398-399
Standard 11: Deviance and Social Control		
Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.		
S.11.1	Define deviance and analyze deviance from a functionalist, a conflict, and an interactionist perspective.	SE/TE: 162-167
S.11.2	Identify formal and informal, as well as positive and negative forms of social control employed in our society.	SE/TE: 158-161
S.11.3	Explore the functions deviance serves as identified by Emile Durkheim.	SE/TE: 163-164

Houghton Mifflin Harcourt *Sociology: The Study of Human Relationships* © 2010 correlated to the
Indiana Academic Standards for Social Studies (May 2014), Sociology

Standards		Page References
S.11.4	Explore explanations of deviance such as Merton’s Strain theory, Sutherland’s differential association theory, and Hirschi’s control theory.	SE/TE: 164-167
S.11.5	Identify deviant subcultures.	SE/TE: 163-164
S.11.6	From a symbolic interaction analysis, examine labeling theory.	SE/TE: 166-167
S.11.7	Examine deviance from a conflict perspective.	SE/TE: 165
S.11.8	Identify types of crime and its consequences.	SE/TE: 169-170, 172-174, 175
S.11.9	Identify the consequences of the medicalization of deviance.	SE/TE: 163
S.11.10	Explore theoretical foundations of punishment. (retributive, rehabilitative, deterrent)	SE/TE: 172-174