



© 2008

STANDARDS	PAGE REFERENCES
<p>Sociology</p> <p><i>Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry</i></p> <p><i>At the high school level, Indiana’s academic standards for social studies provide standards for specific high school courses that focus on one of the content areas that make up the core of the social studies curriculum: history, government, geography, economics, psychology, sociology, and anthropology. One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Supporting content areas are indicated in parenthesis. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.</i></p>	
<p>Standard 1</p> <p>Foundations of Sociology as a Social Science</p> <p><i>Students will 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.</i></p>	
<p>S.1.1 Discuss the development of the field of sociology as a social science. (History)</p>	<p>Student Edition: 14-19, 22</p> <p>Teacher Wraparound Edition: OW 18; PAT 22; PS 17; USP 14</p>

STANDARDS	PAGE REFERENCES
<p>S.1.2 Identify early leading theorists within social science. (History)</p> <p>Example: Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Karl Marx.</p>	<p>Student Edition: 14-19, 22 <i>Focus on Research</i> 56-57 <i>Time Line of Early Sociologists</i> 8-9</p> <p>Teacher Wraparound Edition: IA 22; MA 14, 16, 19; PAT 22; PS 17; UE 8; USP 14</p>
<p>S.1.3 Compare sociology with other social science disciplines. (Economics Government, Geography, History, Anthropology)</p>	<p>Student Edition: 7, 33 #20 <i>Applying Sociology</i> 5 <i>Assessment</i> 32 #12 <i>Enrichment Reading</i> 35 <i>Sociology Handbook</i> HB-1 <i>What is Sociology?</i> 6</p> <p>Teacher Wraparound Edition: IA 14; MA 15; TS 7; UDS 20</p>
<p>S.1.4 Examine changing points of view of social issues, such as poverty, crime, and discrimination. (History)</p>	<p>Student Edition: 90-91, 95, 98, 568-572 <i>Focus on Research</i> 576-577 <i>Tech Trends</i> 164</p> <p>Teacher Wraparound Edition: PS 568; S 98, 570; TS 572</p>
<p>S.1.5 Evaluate various types of sociologic research methods. (History)</p>	<p>Student Edition: 38-45 <i>Skills at a Glance</i> 46-49</p> <p>Teacher Wraparound Edition: AS 37; CLA 42-43; D 39, 40; TS 39; USP 38; WD 46</p>
<p>S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</p>	<p>Student Edition: 51-53 <i>Enrichment Reading</i> 66 <i>Focus on Research</i> 56-57 <i>Skills at a Glance</i> 46-47 <i>Sociology Today</i> 62</p> <p>Teacher Wraparound Edition: CLS 46-47; IA 125</p>

STANDARDS		PAGE REFERENCES	
S.1.7	Determine cause and effect relationship issues among events as they relate to sociology.	Student Edition: 52-53, 125 <i>World View</i> 125	Teacher Wraparound Edition: CLA 53; PLA 52; R 52
S.1.8	Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today. (Geography, History, Anthropology)	Student Edition: 47, 72-75, 77-79 <i>Another Time</i> 54, 76 <i>Sociology Today</i> 80	Teacher Wraparound Edition: MC 48, 80
S.1.9	Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research. (History)	Student Edition: 44 #10, 48-49 #1-#8, 104 #25 <i>Focus on Research</i> 56-57, 96-97	Teacher Wraparound Edition: CLA 42-43; MC 48; OW 44; PLA 55
S.1.10	Develop a working definition of sociology that has personal application.	Student Edition: 13 #1 <i>Another Time</i> 10	Teacher Wraparound Edition: D 6-7, 10; IA 14; LA 4-5; OW 18
S.1.11	Choose a social issue and conduct research using the scientific method of inquiry, including developing a hypothesis, conducting research, interpreting data, and drawing conclusions about the issue.	Student Edition: 44 #10, 48-49 #1-#8, 104 #25 <i>Focus on Research</i> 56-57, 96-97	Teacher Wraparound Edition: CLA 42-43; MC 48; OW 44; PLA 55
<p>Standard 2 Culture</p> <p><i>Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will 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.</i></p>			
S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects. (Geography, History, Anthropology)	Student Edition: 72-73, 77-79, 81-85, 87-91	Teacher Wraparound Edition: ECA 91; IA 82; UCR 72; UPS 73; USP 72, 81

STANDARDS		PAGE REFERENCES	
S.2.2	Explain the differences between a culture and a society. (Anthropology)	Student Edition: 72-73, 75 #1	Teacher Wraparound Edition: A 75
S.2.3	Recognize the influences of genetic inheritance and culture on human behavior. (Anthropology)	Student Edition: 73-75	Teacher Wraparound Edition: CD 74; NW 73; RP 75; UDS 74; USP 72
S.2.4	Give examples of subcultures and describe what makes them unique.	Student Edition: 121-125, 357, 360 <i>Sociology Today</i> 126-127	Teacher Wraparound Edition: CD 124; CLA 121; ECA 91; LA 108-109; LS 122-123; MC 123; USP 357
S.2.5	Compare social norms among various subcultures.	Student Edition: 81-88, 89-91	Teacher Wraparound Edition: CLA 86, 90; LS 84, 85; TS 82; UD 89; UI 83; WD 82
S.2.6	Identify the factors that promote cultural diversity within the United States. (Economics, Government, Geography, History)	Student Edition: 95, 98, 100-102 <i>Assessment</i> 106 <i>Focus on Research</i> 96-97 <i>Tech Trends</i> 99	Teacher Wraparound Edition: S 98; UE 98; UPS 95
S.2.7	Explain how various practices of the culture create differences within group behavior.	Student Edition: 88, 95, 98, 100-102 <i>Assessment</i> 106 <i>Focus on Research</i> 96-97 <i>Tech Trends</i> 99	Teacher Wraparound Edition: S 98; UE 98; UPS 95
S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial. (Economics, History, Anthropology)	Student Edition: 153-157, 159, 163	Teacher Wraparound Edition: D 153; MC 154

STANDARDS		PAGE REFERENCES	
S.2.9	Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research. (History)	Student Edition: 44 #10, 48-49 #1-#8, 104 #25 <i>Focus on Research</i> 56-57, 96-97 Teacher Wraparound Edition: CLA 42-43; MC 48; OW 44; PLA 55	
S.2.10	Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.	Student Edition: 163 #1-#4 <i>Another Place</i> 158 <i>Assessment</i> 165-167 <i>World View</i> 161 Teacher Wraparound Edition: CLA 86-87; PLA 156; PR 149	
S.2.11	Identify both rights and responsibilities the individual has to the group. (Government)	Student Edition: 146-147, 151 #2 Teacher Wraparound Edition: WQ 149	
S.2.12	Demonstrate democratic approaches to managing disagreements and resolving conflicts. (Government) Example: Persuasion, compromise, debate, and negotiation.	Student Edition: 149-151, 281-282, 374-375, 574-575 <i>Sociology Today</i> 152 Teacher Wraparound Edition: CLA 151; RP 149; USP 146	
S.2.13	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community. (Government, History)	Student Edition: 183 Teacher Wraparound Edition: ECA 183, 333, 363, 582	
Standard 3			
Social Status			
<i>Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.</i>			
S.3.1	Describe how social status affects social order. (Economics, History) Example: Upper class/middle class/lower class; professional/blue collar/unemployed.	Student Edition: 254-257 <i>Assessment</i> 257 Teacher Wraparound Edition: MA 255; S 254; TS 256; UDS 258; USP 254	
S.3.2	Explain how roles and role expectations can lead to role conflict. (History) Example: Roles of men and women; age; racial and/or ethnic groups within different societies.	Student Edition: 149-151, 246-247 Teacher Wraparound Edition: CLA 151, 246; MA 255; PS 150; RP 149; S 150	

STANDARDS		PAGE REFERENCES	
S.3.3	Examine and analyze various points of view relating to historical and current events. (History)	Student Edition: 159-160 <i>Another Time</i> 315, 392, 573 <i>Focus on Research</i> 376-377 Teacher Wraparound Edition: IA 185; ORQ 285; S 160; WD 281	
S.3.4	Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology. (Economics, History)	Student Edition: 429, 575 <i>Sociology Today</i> 448 <i>World View</i> 429	
S.3.5	Conduct research on the various types of status found in the local community using various types of data gathering.	Student Edition: 257 #4, 268 #5 Teacher Wraparound Edition: OW 257; S 257	
<p>Standard 4 Social Groups</p> <p><i>Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts, and contact with each other.</i></p>			
S.4.1	Describe how individuals are affected by different social groups to which they belong.	Student Edition: 183-185 <i>Focus on Research</i> 188-189 Teacher Wraparound Edition: D 185; LS 186	
S.4.2	Identify major characteristics of social groups familiar to the students.	Student Edition: 181-186, 206-207, 425 <i>Applying Sociology</i> 171 <i>Focus on Research</i> 188-189 Teacher Wraparound Edition: D 184; ECA 183; IA 182, 185; UI 185	
S.4.3	Examine the ways that groups function, such as roles, interactions, leadership. (Government)	Student Edition: 174-175 <i>Summary</i> 197 Teacher Wraparound Edition: MC 174	

STANDARDS		PAGE REFERENCES	
S.4.4	Discuss social norms of at least two groups to which the student belongs.	Student Edition: 172, 174, 177-179 <i>Sociology Today</i> 180	Teacher Wraparound Edition: O 178; TS 178; UPS 179
S.4.5	Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.	Student Edition: 206-207 <i>Another Time</i> 208 <i>Sociology Today</i> 180	Teacher Wraparound Edition: O 207
S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society. (Anthropology)	Student Edition: 81-88, 89-91	Teacher Wraparound Edition: CLA 86, 90; LS 84, 85; TS 82; UD 89; UI 83; WD 82
S.4.7	Discuss the concept of deviance and how society discourages deviant behavior using social control.	Student Edition: 206-207, 211-212, 221 <i>Focus on Research</i> 222-223	Teacher Wraparound Edition: OW 206; PLA 220
S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.	Student Edition: 173-175 <i>Another Place</i> 176 <i>Assessment</i> 197 #1, #4	Teacher Wraparound Edition: MC 174; O 174; UI 175
S.4.9	Discuss how formal organizations influence behavior of their members. (Government, History) Example: Churches/synagogues/mosques; political parties, fraternal organizations.	Student Edition: 190-193	Teacher Wraparound Edition: D 193; MA 192, 193; O 190; UI 190, 192; UPS 192
S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture. (History, Anthropology) Example: forced versus voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.	Student Edition: 280-281, 282 #3, 291-292, 294-297, 300-301	Teacher Wraparound Edition: LS 292-293; TS 291; UI 292; UPS 280

STANDARDS	PAGE REFERENCES
S.4.11 Discuss how humans interact in a variety of social settings.	Student Edition: 147-148, 181-186, 508 Teacher Wraparound Edition: CLA 181; D 146, 184; IA 185; R 183; S 508; WD 148
S.4.12 Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor. (Economics, Geography)	Student Edition: 160, 244, 259-261, 548-554, 580 <i>Enrichment Reading</i> 460-461 <i>World View</i> 161, 243 Teacher Wraparound Edition: S 161
S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. (History, Anthropology)	Student Edition: 183 Teacher Wraparound Edition: ECA 183, 333, 363, 582
Standard 5 Social Institutions	
<i>Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates and that these institutions influence the development of the individual through the socialization process.</i>	
S.5.1 Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society. Example: Familial, religious, educational, economic, and political institutions.	Student Edition: 348-350, 371-374, 424-425, 427-431, 478-479 Teacher Wraparound Edition: CLA 348; IA 349; MC 349; OW 372; USP 424
S.5.2 Discuss the concept of political power and factors that influence political power. (Government) Example: Social class, racial/ethnic group membership, cultural group, sex, age.	Student Edition: 295, 325-328, 446-447 <i>Sociology Today</i> 449 Teacher Wraparound Edition: PLA 328; WD 326
S.5.3 Discuss how societies recognize rites of passage. Example: Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.	Student Edition: 338, 363-364, 366, 389 <i>Snapshot of America</i> 365 <i>Sociology Today</i> 362 <i>World View</i> 353 Teacher Wraparound Edition: S 364

STANDARDS	PAGE REFERENCES
<p>S.5.4 Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective. (History)</p>	<p>Student Edition: 291-297, 300-301 <i>Focus on Research</i> 298-299 Teacher Wraparound Edition: CD 296; CLA 298; D 300-301; ELA 294; MA 296; TS 296, 297; US 290</p>
<p>S.5.5 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.</p>	<p>Student Edition: 98, 100, 102 #2, 278 Teacher Wraparound Edition: CLA 100; R 100; RV 100; USP 280</p>
<p>S.5.6 Identify the factors that influence change in social norms over time. (History)</p>	<p>Student Edition: 90-91, 95, 98, 568-572 <i>Focus on Research</i> 576-577 <i>Tech Trends</i> 164 Teacher Wraparound Edition: PS 568; S 98, 570; TS 572</p>
<p>S.5.7 Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today. (History)</p>	<p>Student Edition: 72-73, 77,-79, 81-88, 89-91, 100-102 <i>Figure 3-2</i> 82 <i>Sociology Today</i> 80 Teacher Wraparound Edition: IA 82-83; LS 84-85; R 100; UCR 72; UDS 89; UI 83</p>
<p>S.5.8 Analyze the primary and secondary groups common to different age groups in society.</p>	<p>Student Edition: 173-175 <i>Another Place</i> 176 <i>Assessment</i> 197 #1, #4 Teacher Wraparound Edition: MC 174; O 174; UI 175</p>
<p>S.5.9 Conduct research and analysis on an issue associated with social structure or social institutions.</p>	<p>Student Edition: 143 #8-#9, 151 #7 <i>Enrichment Reading</i> 168-169 <i>Focus on Research</i> 144-145 <i>Snapshot of America</i> 149 Teacher Wraparound Edition: S 150; UI 141</p>
<p>S.5.10 Identify both rights and responsibilities the individual has to primary and secondary groups. (Government)</p>	<p>Student Edition: 146-147, 151 #2 Teacher Wraparound Edition: WQ 149</p>

STANDARDS		PAGE REFERENCES	
S.5.11	Demonstrate democratic approaches to managing disagreements and solving conflicts. (Government) Example: Persuasion, compromise, debate, and negotiation.	Student Edition: 428-429, 431 #3, 568-569 <i>Tech Trends</i> 445 <i>World View</i> 429 Teacher Wraparound Edition: CLA 428	
S.5.12	Explain how roles and role expectations can lead to role conflict.	Student Edition: 149-151, 372, 374-375 <i>Sociology Today</i> 152 Teacher Wraparound Edition: CLA 151, 374; LS 375; RP 149; S 150; TS 372	
<p>Standard 6 Social Change</p> <p><i>Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.</i></p>			
S.6.1	Describe how and why societies change over time. (Economics, Geography, History, Anthropology)	Student Edition: 471-472, 568-572 <i>Another Time</i> 573 <i>Enrichment Reading</i> 384-385 <i>Focus on Research</i> 334-335, 484 <i>Sociology Today</i> 152 Teacher Wraparound Edition: AT 573; LS 572-573; ORQ 472	
S.6.2	Examine various social influences that can lead to immediate and long-term changes. (Economics, Geography, History) Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.	Student Edition: 471-472, 571-572, 574-575 <i>Enrichment Reading</i> 384-387 <i>Focus on Research</i> 334-335 <i>Sociology Today</i> 152, 283, 448 Teacher Wraparound Edition: ORQ 472; R 100	
S.6.3	Describe how collective behavior* can influence and change society. Example: Riots and a rise in crime leading to community curfews, organized protests leading to governmental changes of policy.	Student Edition: 98, 581-589, 591-596 <i>Focus on Research</i> 144-145 <i>Sociology Today</i> 584-585 Teacher Wraparound Edition: MA 588; MC 585; OW 587; S 98; UPS 584-585	

STANDARDS	PAGE REFERENCES
<p>S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions. (Economics, History)</p> <p>Example: Examine the impacts that mass telecommunications, television, and innovations in transportation had on the family, education, government, or other institutions.</p>	<p>Student Edition: 571-572 <i>Focus on Research</i> 334-335, 484 <i>Sociology Today</i> 283 <i>Tech Trends</i> 590</p> <p>Teacher Wraparound Edition: S 570-571; TS 571, 572; UDS 590-591</p>
<p>S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change. (Economics, History)</p>	<p>Student Edition: 571-572 <i>Focus on Research</i> 484 <i>Sociology Today</i> 283 <i>Tech Trends</i> 60, 99, 445, 590</p> <p>Teacher Wraparound Edition: R 100; RS 571</p>
<p>S.6.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.</p>	<p>Student Edition: 124-126, 434 <i>Enrichment Reading</i> 136-137 <i>Focus on Theoretical Perspectives</i> 117 <i>Sociology Today</i> 62 <i>Tech Trends</i> 99, 445, 502</p> <p>Teacher Wraparound Edition: IA 127; S 126, 444-445; WT 117</p>
<p>S.6.7 Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world. (History)</p> <p>Example: The Civil Rights marches on Washington vs. race riots during the 1960s.</p>	<p>Student Edition: 568, 581-589, 591-596 <i>Sociology Today</i> 584-585 <i>Tech Trends</i> 590</p> <p>Teacher Wraparound Edition: CD 593; CLA 291; IA 592; TS 583, 593, USP 591; WD 594</p>
<p>S.6.8 Investigate the consequences to society as a result of changes. (Economics; Government, Geography, History)</p> <p>Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.</p>	<p>Student Edition: 471-472, 568-569 <i>Enrichment Reading</i> 384-385 <i>Focus on Research</i> 334-335 <i>Sociology Today</i> 152, 583, 584-585 <i>Tech Trends</i> 590</p> <p>Teacher Wraparound Edition: ORQ 472; R 100</p>

STANDARDS	PAGE REFERENCES
<p>S.6.9 Trace the development of the use of a specific type of technology in the community. (History)</p> <p>Example: Access to computers at school and at home and cellular phones.</p>	<p>Student Edition: 571-572 <i>Focus on Research</i> 484 <i>Sociology Today</i> 283 <i>Tech Trends</i> 99, 445, 590</p> <p>Teacher Wraparound Edition: R 100; S 444-445; TS 572</p>
<p>S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change. (Economics)</p>	<p>Student Edition: 575 #4, 578-580 #1 <i>Sociology Today</i> 152</p> <p>Teacher Wraparound Edition: D 580</p>
<p>S.6.11 Cite examples of the use of technology in social research.</p>	<p>Student Edition: <i>Focus on Research</i> 484 <i>Tech Trends</i> 445, 590</p> <p>Teacher Wraparound Edition: CS 80-81; FR 484; MC 447; NW 73, 434; S 444-445</p>
<p>S.6.12 Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. (Economics, History)</p> <p>* collective behavior: the spontaneous, unstructured, and temporary behavior of a group in response to an event or situation</p>	<p>Student Edition: <i>Focus on Research</i> 334-335 <i>Sociology Today</i> 283 <i>Tech Trends</i> 99, 590</p> <p>Teacher Wraparound Edition: R 100</p>
<p>Standard 7 Social Problems</p>	
<p><i>Students will 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.</i></p>	
<p>S.7.1 Identify characteristics of a “social” problem, as opposed to an “individual” problem. (Psychology)</p>	<p>Student Edition: 204-205, 209-212, 214-217, 218-221 <i>Another Time</i> 208 <i>Sociology Today</i> 213</p> <p>Teacher Wraparound Edition: AC 205; CD 210; MA 215; RP 209; UCR 204-205; UI 205</p>

STANDARDS	PAGE REFERENCES
<p>S.7.2 Describe how social problems have changed over time. (History) Example: Juvenile delinquency, crime, poverty, and discrimination.</p>	<p>Student Edition: 209, 218-219, 226-227, 244-245 <i>Enrichment Reading</i> 168-169 <i>Sociology Today</i> 213 <i>Tech Trends</i> 164, 248 Teacher Wraparound Edition: OWA 244; USP 218; WD 227</p>
<p>S.7.3 Explain how patterns of behavior are found with certain social problems. Example: Juvenile offenses often are found in the histories of adult criminals, gang membership and crime, sexual behavior and teen pregnancy.</p>	<p>Student Edition: 10, 73, 94, 285, 584-589 Teacher Wraparound Edition: CLA 588; O 94; TS 587</p>
<p>S.7.4 Discuss the implications of social problems for society. Example: Drug addiction, child abuse, school dropout rates, unemployment.</p>	<p>Student Edition: 220-221, 224-227, 229-232, 285 <i>Assessment</i> 233 <i>Focus on Research</i> 222-223 <i>Tech Trends</i> 228 Teacher Wraparound Edition: ACS 225; RP 231; S 221</p>
<p>S.7.5 Examine how individual and group responses are often associated with social problems. Example: “But everyone else is doing it;” “If I ignore it, it will go away.”</p>	<p>Student Edition: <i>Sociology Today</i> 213 Teacher Wraparound Edition: CD 210; ECA 214; O 94; ST 213</p>
<p>S.7.6 Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.</p>	<p>Student Edition: 217 #5-#6, 224 <i>Sociology Today</i> 180 <i>Tech Trends</i> 228</p>
<p>S.7.7 Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. (Economics, Government)</p>	<p>This standard can be met during teacher/class discussion of agencies unique within the school district and county. This standard lends itself to internet searches, field trips, and special speakers.</p>
<p>S.7.8 Design and carry out school and community-based projects to address a local aspect of a social problem. (Economics)</p>	<p>Student Edition: 183 Teacher Wraparound Edition: ECA 183, 333, 363, 582</p>

STANDARDS		PAGE REFERENCES
Standard 8 Individual and Community		
<i>Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.</i>		
S.8.1	Describe traditions, roles, and expectations necessary for a community to continue. (History, Anthropology)	Student Edition: 149-151, 372, 374-375 <i>Sociology Today</i> 152 Teacher Wraparound Edition: CLA 151, 374; LS 375; RP 149; S 150; TS 372
S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior. (History, Anthropology)	Student Edition: 98, 581-589, 591-596 <i>Focus on Research</i> 144-145 <i>Sociology Today</i> 584-585 Teacher Wraparound Edition: MA 588; MC 585; OW 587; S 98; UPS 584-585
S.8.3	Discuss theories that attempt to explain collective behavior. Example: Contagion theory and convergence theory.	Student Edition: 98, 581-589, 591-596 <i>Focus on Research</i> 144-145 <i>Sociology Today</i> 584-585 Teacher Wraparound Edition: MA 588; MC 585; OW 587; S 98; UPS 584-585
S.8.4	Define a social issue to be analyzed.	Student Edition: 204-205, 209-212, 214-217, 218-221 <i>Another Time</i> 208 <i>Sociology Today</i> 213 Teacher Wraparound Edition: AC 205; CD 210; MA 215; RP 209; UCR 204-205; UI 205
S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community. (Economics, Government, Geography, History)	Student Edition: 209, 218-219, 226-227, 244-245 <i>Enrichment Reading</i> 168-169 <i>Sociology Today</i> 213 <i>Tech Trends</i> 164, 248 Teacher Wraparound Edition: OWA 244; USP 218; WD 227
S.8.6	Discuss the impact of leaders of different social movements. (History) Example: Gandhi, Hitler, Martin Luther King, Jr., or Susan B. Anthony.	Student Edition: 14-19, 209, 243-245, 246, 313, 579-580, 596 Teacher Wraparound Edition: IA 243

STANDARDS	PAGE REFERENCES
<p>S.8.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.</p> <p>Example: News media, advertisements, textbooks.</p>	<p>Student Edition: 124-126, 434 <i>Another Place</i> 432 <i>Enrichment Reading</i> 136-137 <i>Focus on Theoretical Perspectives</i> 117 <i>Sociology Today</i> 62 <i>Tech Trends</i> 99, 445, 502</p> <p>Teacher Wraparound Edition: IA 127; S 126, 444-445; WT 117</p>
<p>S.8.8 Discuss both the benefits and social costs of collective behavior in society.</p>	<p>Student Edition: 568, 581-589, 591-596 <i>Sociology Today</i> 584-585 <i>Tech Trends</i> 590</p> <p>Teacher Wraparound Edition: CD 593; CLA 291; IA 592; TS 583, 593, USP 591; WD 594</p>
<p>S.8.9 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology. (History)</p>	<p>Student Edition: 429, 575 <i>Sociology Today</i> 448 <i>World View</i> 429</p>
<p>S.8.10 Identify a community social problem and discuss appropriate actions to address the problem. (Economics)</p>	<p>Student Edition: 183</p> <p>Teacher Wraparound Edition: ECA 183, 333, 363, 582</p>
<p>S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.</p> <p>Example: Orson Welles' "The War of the Worlds" radio broadcast or rumors in the mass media, on the Internet, or in the community.</p>	<p>Student Edition: 582-583 <i>Sociology Today</i> 584-585 <i>Tech Trends</i> 590</p> <p>Teacher Wraparound Edition: ECA 582; TS 582, 583; TT 590; UDS 590</p>