

Sociology Overview 2025-2026

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller, isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

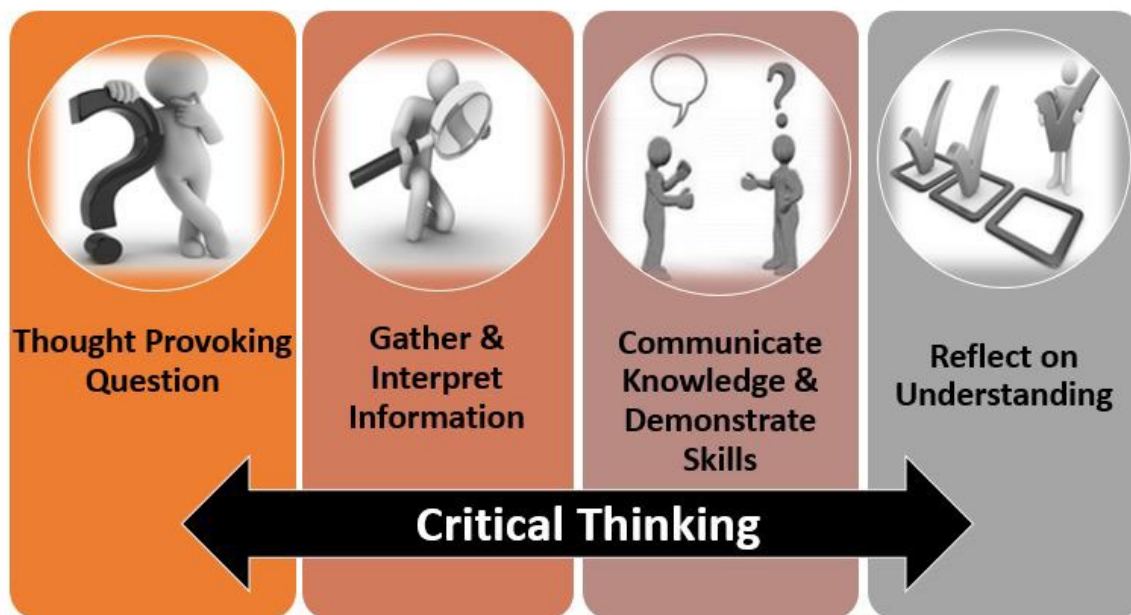
Instructional Model – The structures, guidelines or models in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Adopted Resources

[FBISD High School Resources](#)

Process Standards

SOC.19 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

SOC.20 The student communicates in written, oral, and visual forms.

SOC.21 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Grading Period 1	
Unit 1: Foundations of Sociology Estimated Date Range: 08/12-08/27	
Assessments	
State Assessments N/A	District Assessments N/A
<p>Unit Overview: In this two-concept unit, students will study the development of the field of Sociology and the causes and effects of social change. The major focus of this unit is that students will build an understanding of leading sociologists, types of societies, and how industrialization and urbanization have led to changes in society.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Sociology is the study of collective behavior and social interactions between people. Sociologists use a variety of research methods that provide insight into human behavior. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> What need in the world led to the development of sociology? Have societies truly evolved? 	
Concepts within Unit 1	TEKS Link to TEKS
Concept #1: Introduction to Sociology, Sociological Theory and Research	SOC.1A, SOC.1B, SOC.1C
Concept #2: Cause and Effect of Social Change	SOC.2A, SOC.2B, SOC.2C, SOC.2D
Unit 2: Culture and Social Structure Estimated Date Range: 08/28-09/19	
Assessments	
State Assessments N/A	District Assessments N/A
<p>Unit Overview: In this three-concept unit, students will study world cultures, groups and their functions, and subcultures/countercultures. The major focus of this unit is that students will build an understanding of the elements of culture, types of groups, subcultures, stereotypes, and the impact of counterculture.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Culture influences how individuals view reality. Humans construct their social reality. Social institutions are powerful. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> How does your culture impact your behavior and interactions? What does it mean to be a “member of society”? Why do subcultures emerge within a society? 	

Concepts within Unit 2		TEKS Link to TEKS	
Concept #1: World Cultures		SOC.3A, SOC.3B, SOC.3C	
Concept #2: Groups and Functions		SOC.4A, SOC.4B	
Concept #3: Subculture and Counterculture		SOC.5A, SOC.5B, SOC.5D	
Unit 3: Individual and Society Estimated Date Range: 09/22-10/10			
Assessments			
State Assessments PSAT (10/02)		District Assessments N/A	
Unit Overview: In this four-concept unit, students will study about the process of socialization, adolescence, adulthood, and deviance. The major focus of this unit is that students will build an understanding of the process of socialization, the characteristics and pressures of adolescence, the stages of adult development, and theories regarding deviance.			
Big Ideas: <ul style="list-style-type: none">Attitudes both shape and are shaped by behavior.Multiple factors influence an individual’s development.Multiple factors influence an individual’s development.Deviance is the violation of social norms.			
Thought Provoking Questions <ul style="list-style-type: none">How do your social experiences shape you?How do different stages of your life impact your development?How do different stages of your life impact your development?What defines deviance? When does deviance play a functional role in society?			
Concepts within Unit 3		TEKS Link to TEKS	
Concept #1: Process of Socialization		SOC.6A, SOC.6B, SOC.6C	
Concept #2: Adolescence and Its Characteristics		SOC.7A, SOC.7B, SOC.7C, SOC.7D	
Concept #3: Adulthood and Its Characteristics		SOC.8A, SOC.8B, SOC.8C	
Concept #4: Nature and Social Function of Deviance		SOC.9A, SOC.9B, SOC.9C	
Grading Period 2			
Unit 4: Social Inequality Estimated Date Range: 10/21-11/05			
Assessments			
State Assessments N/A		District Assessments N/A	
Unit Overview: In this three-concept unit, students will study about social stratification and inequality. The major focus of this unit is that students will build an understanding of how social mobility, race, ethnicity, and gender roles impact a society.			

Big Ideas:

- Society is stratified into different social classes.
- Ethnicity and race impact all aspects of a person's life.
- Various types of groups serve different societal purposes.

Thought Provoking Questions

- Why are people unequal in society?
- What factors play a role in the class system and inequality within the U.S.?
- How is society divided into groups? How do these groups work together for the betterment of society?

Concepts within Unit 4	TEKS Link to TEKS
Concept #1: Social Stratification	SOC.5C, SOC.10A, SOC.10B, SOC.10C, SOC.10D
Concept #2: Impact of Race and Ethnicity	SOC.11A, SOC.11B, SOC.11C, SOC.11D, SOC.11E
Concept #3: Changing Societal Views	SOC.12A, SOC.12B, SOC.12C, SOC.12D

Unit 5: Social Institutions

Estimated Date Range: 11/06 – 11/21

Assessments	
State Assessments N/A	District Assessments N/A

Unit Overview:

In this four-concept unit, students will study about family and basic institutions. The major focus of this unit is that students build an understanding of how families have changed over time, and how ideas and changes in ideas influence economic, political, education, and the mass media.

Big Ideas:

- Societies develop certain institutions and organizational structures based off common ideas.
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Thought Provoking Questions

- At what point do "family matters" become societal problems?
- Are organized groups necessary for a society to function?
- How does one's level of education or religious participation affect our social interactions?
- To what degree have our beliefs about work and family life changed because of technology and mass media?

Concepts within Unit 5	TEKS Link to TEKS
Concept #1: Family	SOC.13A, SOC.13B, SOC.13C, SOC.13D
Concept #2: Basic Social Institutions – Economics and Politics	SOC.14A, SOC.14B, SOC.14C
Concept #3: Basic Social Institutions – Education and Religion	SOC.15A, SOC.15B, SOC.15C, SOC.15D, SOC.15E
Concept #4: Basic Social Institutions – Science and Mass Media	SOC.16A, SOC.16B, SOC.16C, SOC.16D

Unit 6: Changing World Estimated Date Range: 12/01 – 12/15	
Assessments	
State Assessments	Final Exams 12/16-12/19
Unit Overview: In this two-concept unit, students will study about our changing world by examining the impacts of population, urbanization, modernization, and social movements.	
Big Ideas: <ul style="list-style-type: none"> Human history and sociology is full of patterns. Social change is brought about by people organized into social movements. 	
Thought Provoking Questions <ul style="list-style-type: none"> Is the world becoming one society? Does the individual really make a difference in society? 	
Concepts within Unit 6	TEKS Link to TEKS
Concept #1: Population and Urbanization	SOC.17A, SOC.17B
Concept #2: Collective Behavior/Social Movements/Modernization	SOC.18A, SOC.18B, SOC.18C

Grading Period 3	
Unit 1: Foundations of Sociology Estimated Date Range: 01/08–01/23	
Assessments	
State Assessments N/A	District Assessments N/A
<p>Unit Overview: In this two-concept unit, students will study the development of the field of Sociology and the causes and effects of social change. The major focus of this unit is that students will build an understanding of leading sociologists, types of societies, and how industrialization and urbanization have led to changes in society.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Sociology is the study of collective behavior and social interactions between people. Sociologists use a variety of research methods that provide insight into human behavior. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> What need in the world led to the development of sociology? Have societies truly evolved? 	
Concepts within Unit 1	TEKS Link to TEKS
Concept #1: Introduction to Sociology, Sociological Theory and Research	SOC.1A, SOC.1B, SOC.1C
Concept #2: Cause and Effect of Social Change	SOC.2A, SOC.2B, SOC.2C, SOC.2D
Unit 2: Culture and Social Structure Estimated Date Range: 01/26 – 02/12	
Assessments	
State Assessments N/A	District Assessments N/A
<p>Unit Overview: In this three-concept unit, students will study world cultures, groups and their functions, and subcultures/countercultures. The major focus of this unit is that students will build an understanding of the elements of culture, types of groups, subcultures, stereotypes, and the impact of counterculture.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Culture influences how individuals view reality. Humans construct their social reality. Social institutions are powerful. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> How does your culture impact your behavior and interactions? What does it mean to be a “member of society”? Why do subcultures emerge within a society? 	

Concepts within Unit 2	TEKS Link to TEKS
Concept #1: World Cultures	SOC.3A, SOC.3B, SOC.3C
Concept #2: Groups and Functions	SOC.4A, SOC.4B
Concept #3: Subculture and Counterculture	SOC.5A, SOC.5B, SOC.5C, SOC.5D
Unit 3: Individual and Society Estimated Date Range: 02/17 – 03/13	
Assessments	
State Assessments TELPAS 2/16-3/27 SAT 03/04	District Assessments
Unit Overview: In this four-concept unit, students will study about the process of socialization, adolescence, adulthood, and deviance. The major focus of this unit is that students will build an understanding of the process of socialization, the characteristics and pressures of adolescence, the stages of adult development, and theories regarding deviance.	
Big Ideas: <ul style="list-style-type: none"> Attitudes both shape and are shaped by behavior. Multiple factors influence an individual's development. Multiple factors influence an individual's development. Deviance is the violation of social norms. 	
Thought Provoking Questions <ul style="list-style-type: none"> How do your social experiences shape you? How do different stages of your life impact your development? How do different stages of your life impact your development? What defines deviance? When does deviance play a functional role in society? 	
Concepts within Unit 3	TEKS Link to TEKS
Concept #1: Process of Socialization	SOC.6A, SOC.6B, SOC.6C
Concept #2: Adolescence and Its Characteristics	SOC.7A, SOC.7B, SOC.7C, SOC.7D
Concept #3: Adulthood and Its Characteristics	SOC.8A, SOC.8B, SOC.8C
Concept #4: Nature and Social Function of Deviance	SOC.9A, SOC.9B, SOC.9C
Grading Period 3 and 4	
Unit 4: Social Inequality Grading Period 3 Estimated Date Range: 03/23 – 04/10	
Assessments	
State Assessments TELPAS 2/16-3/27	District Assessments

Unit Overview:

In this three-concept unit, students will study about social stratification and inequality. The major focus of this unit is that students will build an understanding of how social mobility, race, ethnicity, and gender roles impact a society.

Big Ideas:

- Society is stratified into different social classes.
- Ethnicity and race impact all aspects of a person's life.
- Various types of groups serve different societal purposes.

Thought Provoking Questions

- Why are people unequal in society?
- What factors play a role in the class system and inequality within the U.S.?
- How is society divided into groups? How do these groups work together for the betterment of society?

Concepts within Unit 4	TEKS Link to TEKS
Concept #1: Social Stratification	SOC.5C, SOC.10A, SOC.10B, SOC.10C, SOC.10D
Concept #2: Impact of Race and Ethnicity	SOC.11A, SOC.11B, SOC.11C, SOC.11D, SOC.11E
Concept #3: Changing Societal Views	SOC.12A, SOC.12B, SOC.12C, SOC.12D

Grading Period 4

Unit 5: Social Institutions

Estimated Date Range: 04/13 – 05/01

Assessments	
State Assessments N/A	District Assessments N/A

Unit Overview:

In this four-concept unit, students will study about family and basic institutions. The major focus of this unit is that students build an understanding of how families have changed over time, and how ideas and changes in ideas influence economic, political, education, and the mass media.

Big Ideas:

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Thought Provoking Questions

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- To what degree have our beliefs about work and family life changed because of technology and mass media?

Concepts within Unit 5	TEKS Link to TEKS
Concept #1: Family	SOC.13A, SOC.13B, SOC.13C, SOC.13D
Concept #2: Basic Social Institutions – Economics and Politics	SOC.14A, SOC.14B, SOC.14C
Concept #3: Basic Social Institutions – Education and Religion	SOC.15A, SOC.15B, SOC.15C, SOC.15D, SOC.15E
Concept #4: Basic Social Institutions – Science and Mass Media	SOC.16A, SOC.16B, SOC.16C, SOC.16D

Unit 6: Changing World Estimated Date Range: 05/04 – 05/28	
State Assessments N/A	Assessments FINAL EXAMS 05/26-05/28
<p>Unit Overview: In this two-concept unit, students will study about our changing world by examining the impacts of population, urbanization, modernization, and social movements.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Human history and sociology is full of patterns. Social change is brought about by people organized into social movements. <p>Thought Provoking Questions</p> <ul style="list-style-type: none"> Is the world becoming one society? Does the individual really make a difference in society? 	
Concepts within Unit 6	TEKS Link to TEKS
Concept #1: Population and Urbanization	SOC.17A, SOC.17B
Concept #2: Collective Behavior/Social Movements/Modernization	SOC.18A, SOC.18B, SOC.18C