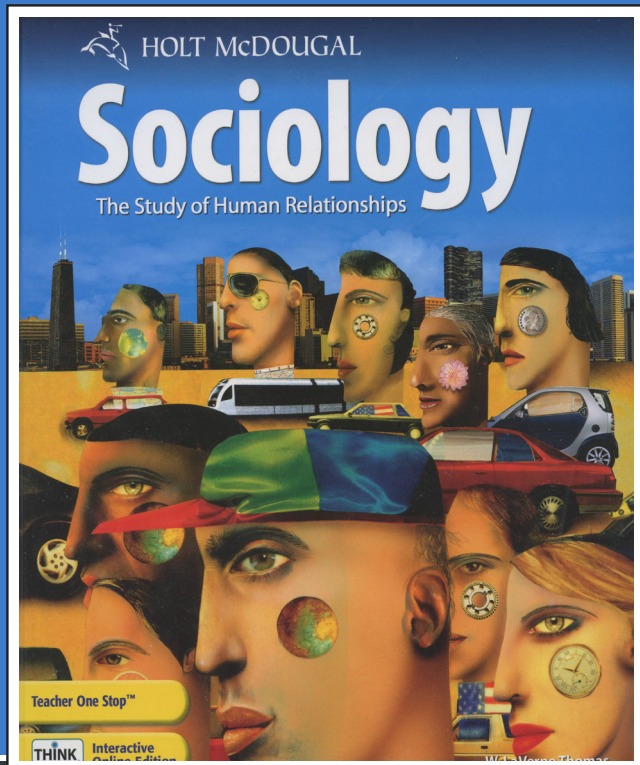


Correlation to the  
**Texas**  
**Essential Knowledge**  
**and Skills (TEKS) §113.46.**  
**Sociology**



**Sociology:**  
**The Study of Human Relationships**  
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Texas



Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material						
<b>Subject</b>	<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>					
<b>Subchapter</b>	<b>Subchapter C. High School</b>					
<b>Course</b>	<b>§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.</b>					
<b>Publisher</b>	<b>Houghton Mifflin Harcourt</b>					
<b>Program Title</b>	<b>Holt McDougal Sociology: The Study of Human Relationships Print Program Bundle</b>					
<b>Program ISBN</b>	<b>9780544344037</b>					
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.						
<b>(b) Introduction.</b>						
(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.						
(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) Students identify the role of the 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.						
(4) 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.						
(5) 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 Texas Education Code, §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 diversity of our people as a nation of immigrants, 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: "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."						
(6) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.						
<b>(C) Knowledge and skills.</b>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(A) describe the development of the field of sociology	(i) describe the development of the field of sociology	Instruction	9780554004419	8–14	Chapter 1 Section 2 The Development of Sociology
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment
			Instruction	9780554004419	15-18	Chapter 1 Section 3 Modern Perspectives
			Review	9780554004419	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(i) identify leading sociologists in the field of social science, including Auguste Comte	Instruction	9780554004419	9	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction	9780554004419	10	Chapter 1 Section 2 The Development of Sociology, yellow box
			Review	9780554004419	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ii) interpret [his] contributions to the foundation of sociology	Instruction	9780554004419	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554004419	18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
			Instruction	9780554004419	416	Chapter 16 Section 4 Theories of Social Change, Evolutionary Theory
			Review	9780554004419	418	Chapter 16 Section 4 Theories of Social Change, Evolutionary Theory, Section Assessment, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(iii) identify leading sociologists in the field of social science, including Emile Durkheim	Instruction	9780554004419	11–12	Chapter 1 Section 2 The Development of Sociology, Later European Scholars
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction	9780554004419	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554004419	18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(iv) interpret [his] contributions to the foundation of sociology	Instruction	9780554004419	66	Chapter 3 Section 3 Types of Societies, Contrasting Societies
			Review	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 8
			Instruction	9780554004419	164	Chapter 7 Section 2 Deviance, Explaining Deviance
			Review	9780554004419	166	Chapter 7 Section 2 Deviance, Section Assessment, Item 6
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(v) identify leading sociologists in the field of social science, including Herbert Spencer	Instruction	9780554004419	10	Chapter 1 Section 2 The Development of Sociology Early European Scholars

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 1, 6
			Instruction	9780554004419	11	Chapter 1 Section 2 The Development of Sociology, green box
			Review	9780554004419	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(vi) interpret [his] contributions to the foundation of sociology	Instruction	9780554004419	10	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554004419	30	Chapter 1 Review, Items 2, 5
			Instruction	9780554004419	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554004419	18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(vii) identify leading sociologists in the field of social science, including Max Weber	Instruction	9780554004419	12	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 3
			Instruction	9780554004419	75	Chapter 3 Section 5 The Structure of Formal Organizations, Weber's Model of Bureaucracies
			Review	9780554004419	82	Chapter 3 Review, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(viii) interpret [his] contributions to the foundation of sociology	Instruction	9780554004419	17–18	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554004419	30	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
			Instruction	9780554004419	77	Chapter 3 Section 5 The Structure of Formal Organizations, Problems of Bureaucracies
			Review	9780554004419	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Item 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ix) identify leading sociologists in the field of social science, including Karl Marx	Instruction	9780554004419	11–12	Chapter 1 Section 2 The Development of Sociology, Later European Scholars
			Review	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction	9780554004419	188	Chapter 8 Section 1 Systems of Stratification, Types of Stratification Systems
			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(x) interpret [his] contributions to the foundation of sociology	Instruction	9780554004419	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review		18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 7
			Instruction		186	Chapter 12 Section 1 The Economic Institution, Economic Models
			Review		186	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 8
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field	(i) identify sociologists	Instruction	9780554004419	9–10	Chapter 1 Section 2 The Development of Sociology, Early European Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction		13–14	Chapter 1 Section 2 The Development of Sociology, American Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 6, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field	(ii) interpret their contributions to the field	Instruction	9780554004419	9–10	Chapter 1 Section 2 The Development of Sociology, Early European Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, American Scholars
			<b>Review</b>	9780554004419	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 6, 7
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial	(i) differentiate types of societies	<b>Instruction</b>	9780554004419	63–64	Chapter 3 Section 3 Types of Societies, Preindustrial Societies
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 2-4, 7, 8
			<b>Instruction</b>	9780554004419	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(B) identify and describe the types of societies that exist in the world today	(i) identify the types of societies that exist in the world today	<b>Instruction</b>	9780554004419	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 6
			<b>Instruction</b>	9780554004419	284	Chapter 12 Section 1 The Economic Institution, Economic Systems
			<b>Review</b>	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(B) identify and describe the types of societies that exist in the world today	(ii) describe the types of societies that exist in the world today	<b>Instruction</b>	9780554004419	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 6
			<b>Instruction</b>	9780554004419	284	Chapter 12 Section 1 The Economic Institution, Economic Systems
			<b>Review</b>	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 4



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(i) examine changes in U.S. institutions resulting from industrialization	Instruction	9780554004419	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			Review	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
			Instruction	9780554004419	79	Chapter 3 The McDonaldization of Society
			Review	9780554004419	82	Chapter 3 Review, Item 3
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(ii) examine changes in U.S. institutions resulting from urbanization	Instruction	9780554004419	378–381	Chapter 15 Section 2 Urban Life
			Review	9780554004419	381	Chapter 15 Section 2 Urban Life, Section Assessment, Item 7
			Instruction	9780554004419	383–387	Chapter 15 Section 3 Urban Ecology
			Review	9780554004419	387	Chapter 15 Section 3 Urban Ecology, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iii) examine changes in U.S. institutions resulting from immigrant assimilation	Instruction	9780554004419	215	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 7, 8
			Instruction	9780554004419	219	Chapter 9 Section 3 Minority Groups in the United States, The American Dilemma
			Review	9780554004419	219	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 5-7
			Instruction	9780554004419	382	Chapter 15 New York City's Ethnic Neighborhoods

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iv) examine changes in U.S. society resulting from industrialization	Instruction	9780554004419	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			Review	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
			Instruction	9780554004419	79	Chapter 3 The McDonaldization of Society
			Review	9780554004419	82	Chapter 3 Review, Item 3
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(v) examine changes in U.S. society resulting from urbanization	Instruction	9780554004419	378–381	Chapter 15 Section 2 Urban Life
			Review	9780554004419	381	Chapter 15 Section 2 Urban Life, Section Assessment, Item 7
			Instruction	9780554004419	383–387	Chapter 15 Section 3 Urban Ecology
			Review	9780554004419	387	Chapter 15 Section 3 Urban Ecology, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(vi) examine changes in U.S. society resulting from immigrant assimilation	Instruction	9780554004419	215	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 7, 8
			Instruction	9780554004419	219	Chapter 9 Section 3 Minority Groups in the United States, The American Dilemma
			Review	9780554004419	219	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 5-7
			Instruction	9780554004419	382	Chapter 15 New York City's Ethnic Neighborhoods

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(i) analyze information about cultural life in the United States over time	Instruction	9780554004419	43	Chapter 2 The Adaptive American Culture
			Review	9780554004419	43	Chapter 2 The Adaptive American Culture, Thinking Critically, Items 1-2
			Instruction	9780554004419	47	Chapter 2 Section 3 The American Value System, Our Changing Values
			Review	9780554004419	47	Chapter 2 Section 3 The American Value System, Section Assessment, Item 2
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(ii) analyze information about cultural life in other countries over time	Instruction	9780554004419	42	Chapter 2 Section 2 Cultural Variation, Cultural Change
			Review	9780554004419	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 8
			Instruction	9780554004419	414	Chapter 16 Globalization and Social Change
			Review	9780554004419	419-423	Chapter 16 Section 5 Modernization
			Instruction	9780554004419	423	Chapter 16 Section 5 Modernization, Items 4, 5
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(i) identify the elements of culture to include language	Instruction	9780554004419	35	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554004419	39	Chapter 2 Section 2 Cultural Variation, What Do We All Have in Common?
			Review	9780554004419	51	Chapter 2 Review, Item 18
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(ii) identify the elements of culture to include symbols	Instruction	9780554004419	35	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554004419	36	Chapter 2 Section 1 The Meaning of Culture, The Elements of Culture box
			Review	9780554004419	50-51	Chapter 2 Review Items 1, 18

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(iii) identify the elements of culture to include norms	Instruction	9780554004419	36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Items 4, 6
			Instruction	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, The Elements of Culture box
			Review	9780554004419	50-51	Chapter 2 Review Items 11, 18
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(iv) identify the elements of culture to include values	Instruction	9780554004419	35-36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554004419	44-47	Chapter 2 Section 3 The American Value System
			Review	9780554004419	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(B) explain how the elements of culture form a whole culture	(i) explain how the elements of culture form a whole culture	Instruction	9780554004419	34-37	Chapter 2 Section 1 The Meaning of Culture
			Review	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Items 1-7
			Instruction	9780554004419	44-47	Chapter 2 Section 3 The American Value System
			Review	9780554004419	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(i) give examples of subcultures	Instruction	9780554004419	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			Review	9780554004419	50	Chapter 2 Review, Item 14
			Instruction	9780554004419	93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review	9780554004419	106	Chapter 4 Review, Item 15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(ii) describe what makes them unique	Instruction	9780554004419	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			Review	9780554004419	50	Chapter 2 Review, Item 14
			Instruction	9780554004419	93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review	9780554004419	106	Chapter 4 Review, Item 15
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(i) describe models of primary groups	Instruction	9780554004419	70	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 5, 7
			Instruction	9780554004419	73	Chapter 3 Section 4 Groups within Society, Group Functions
			Review	9780554004419	82	Chapter 3 Review, Items 4, 12
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(ii) describe models of secondary groups	Instruction	9780554004419	70–71	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 5, 7
			Instruction	9780554004419	73	Chapter 3 Section 4 Groups within Society, Group Functions
			Review	9780554004419	82	Chapter 3 Review, Items 4, 13
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(iii) describe models of formal groups	Instruction	9780554004419	70	Chapter 3 Section 4 Groups within Society, Defining Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 8
			Instruction	9780554004419	74–78	Chapter 3 Section 5 The Structure of Formal Organizations
			Instruction	9780554004419	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Items 1, 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(iv) describe models of informal groups	Instruction	9780554004419	70	Chapter 3 Section 4 Groups within Society, Defining Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 8
			Instruction	9780554004419	76-77	Chapter 3 Section 5 The Structure of Formal Organizations, Relationships in Formal Organizations
			Review	9780554004419	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Item 8
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(v) describe models of reference groups	Instruction	9780554004419	71	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 6, 7
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(vi) describe e-communities	Instruction	9780554004419	72	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 7
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(i) analyze groups in terms of membership roles	Instruction	9780554004419	56-57	Chapter 3 Section 1 Building Blocks of Social Structure, Roles
			Review	9780554004419	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Items 3, 7, 8

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			<b>Instruction</b>	9780554004419	73	Chapter 3 Section 4 Groups within Society, Group Functions
			<b>Review</b>	9780554004419	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 4, 5
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(ii) analyze groups in terms of status	<b>Instruction</b>	9780554004419	55	Chapter 3 Section 1 Building Blocks of Social Structure, Status
			<b>Review</b>	9780554004419	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Items 1-7
			<b>Instruction</b>	9780554004419	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 5
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iii) analyze groups in terms of values	<b>Instruction</b>	9780554004419	35–36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			<b>Review</b>	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			<b>Instruction</b>	9780554004419	44–47	Chapter 2 Section 3 The American Value System
			<b>Review</b>	9780554004419	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iv) analyze groups in terms of mores	<b>Instruction</b>	9780554004419	37	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			<b>Review</b>	9780554004419	50	Chapter 2 Review, Item 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(v) analyze groups in terms of role conflicts	Instruction	9780554004419	56–57	Chapter 3 Section 1 Building Blocks of Social Structure, Roles
			Review	9780554004419	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Item 8
			Review	9780554004419	82	Chapter 3 Review, Item 1
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(vi) analyze groups in terms of methods of resolution	Instruction	9780554004419	60–61	Chapter3 Section 2 Types of Social Interaction, Accommodation
			Review	9780554004419	61	Chapter3 Section 2 Types of Social Interaction, Section Assessment, Item 5
			Review	9780554004419	82	Chapter 3 Review, Items 2, 17
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups	(i) compare cultural norms among various U.S. subculture groups	Instruction	9780554004419	324	Chapter 13 Section 3 The Sociology of Religion, The Functions of Religion
			Review	9780554004419	326	Chapter 13 Section 3 The Sociology of Religion, Item 5
			Instruction	9780554004419	343	Chapter 14 Section 2 Perspectives and Issues in American Sport, Sociological Perspectives on Sport
			Review	9780554004419	346	Chapter 14 Section 2 Perspectives and Issues in American Sport, Section Assessment, Item 3
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(B) describe stereotypes of various U.S. subcultures	(i) describe stereotypes of various U.S. subcultures	Instruction	9780554004419	239	Chapter 10 Section 2 Age and Disability, Ageism
			Review	9780554004419	242	Chapter 10 Section 2 Age and Disability, Section Review, Items 1, 5



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			<b>Instruction</b>	9780554004419	241–242	Chapter 10 Section 2 Age and Disability, Americans with Disabilities
			<b>Review</b>	9780554004419	242	Chapter 10 Section 2 Age and Disability, Section Review, Items 4, 8
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(C) analyze social problems in selected U.S. subcultures	(i) analyze social problems in selected U.S. subcultures	<b>Instruction</b>	9780554004419	124–125	Chapter 5 Section 3 Challenges of Adolescence, Teenage Drug Use
			<b>Review</b>	9780554004419	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 2, 5, 6
			<b>Instruction</b>	9780554004419	169–170	Chapter 7 Section 3 Crime, Types of Crime
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(D) examine counterculture movements and analyze their impact on society as a whole	(i) examine counterculture movements	<b>Instruction</b>	9780554004419	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			<b>Review</b>	9780554004419	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 4
			<b>Instruction</b>	9780554004419	330	Chapter 13 Section 4 Religion in American Society, Fundamentalism Christianity
			<b>Review</b>	9780554004419	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Item 6
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(D) examine counterculture movements and analyze their impact on society as a whole	(ii) analyze their impact on society as a whole	<b>Instruction</b>	9780554004419	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			<b>Review</b>	9780554004419	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 4
			<b>Instruction</b>	9780554004419	330	Chapter 13 Section 4 Religion in American Society, Fundamentalism Christianity
			<b>Review</b>	9780554004419	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(A) define socialization and describe how the process of socialization is culturally determined	(i) define socialization	Instruction	9780554004419	99	Chapter 4 Section 3 Agents of Socialization, Primary Agents
			Review	9780554004419	106	Chapter 4 Review, Item 3c
			Instruction	9780554004419	103	Chapter 4 Socialization Around the World
			Review	9780554004419	103	Chapter 4 Socialization Around the World, Thinking Critically
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(A) define socialization and describe how the process of socialization is culturally determined	(ii) describe how the process of socialization is culturally determined	Instruction	9780554004419	99	Chapter 4 Section 3 Agents of Socialization, Primary Agents
			Review	9780554004419	106	Chapter 4 Review, Item 3c
			Instruction	9780554004419	103	Chapter 4 Socialization Around the World
			Review	9780554004419	103	Chapter 4 Socialization Around the World, Thinking Critically
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(i) differentiate the agents of socialization	Instruction	9780554004419	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554004419	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 1-8
			Instruction	9780554004419	103	Chapter 4 Socialization Around the World
			Review	9780554004419	107	Chapter 4 Review, Item 19
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(ii) evaluate their functions	Instruction	9780554004419	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554004419	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 2-6, 8
			Instruction	9780554004419	103	Chapter 4 Socialization Around the World
			Review	9780554004419	107	Chapter 4 Review, Item 19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(iii) evaluate their roles	Instruction	9780554004419	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554004419	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 2-6, 8
			Instruction	9780554004419	103	Chapter 4 Socialization Around the World
			Review	9780554004419	107	Chapter 4 Review, Item 19
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(C) trace socialization as a lifelong process	(i) trace socialization as a lifelong process	Instruction	9780554004419	96	Chapter 4 Section 2 The Social Self, Mead's Development, Cooley: The Looking Glass Self
			Review	9780554004419	98	Chapter 4 Section 2 The Social Self, Section Assessment, Item 4
			Instruction	9780554004419	96–97	Chapter 4 Section 2 The Social Self, Mead: Role-Taking
			Review	9780554004419	98	Chapter 4 Section 2 The Social Self, Section Assessment, Items 3, 5
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(i) explain how education led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554004419	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554004419	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(ii) explain how exclusion from the labor force led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554004419	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554004419	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(iii) explain how the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554004419	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554004419	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(i) identify the five characteristics of adolescence [including] biological growth and development	Instruction	9780554004419	111–112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(ii) identify the five characteristics of adolescence [including] an undefined status	Instruction	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iii) identify the five characteristics of adolescence [including] increased decision making	Instruction	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iv) identify the five characteristics of adolescence [including] increased pressures	Instruction	9780554004419	112–113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(v) identify the five characteristics of adolescence [including] the search for self	Instruction	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review</b>	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(vi) interpret the five characteristics of adolescence [including] biological growth and development	<b>Instruction</b>	9780554004419	111–112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(vii) interpret the five characteristics of adolescence [including] an undefined status	<b>Instruction</b>	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(viii) interpret the five characteristics of adolescence [including] increased decision making	<b>Instruction</b>	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(ix) interpret the five characteristics of adolescence [including] increased pressures	Instruction	9780554004419	112–113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(x) interpret the five characteristics of adolescence [including] the search for self	Instruction	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554004419	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554004419	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(i) identify issues facing contemporary adolescents	Instruction	9780554004419	121–128	Chapter 5 Section 3 Challenges of Adolescence

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			Review	9780554004419	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 1-7
			Instruction	9780554004419	129	Chapter 5 Bullying
			Review	9780554004419	132	Chapter 5 Review, Item 3
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(ii) identify concerns facing contemporary adolescents	Instruction	9780554004419	121–128	Chapter 5 Section 3 Challenges of Adolescence
			Review	9780554004419	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 1-7
			Instruction	9780554004419	129	Chapter 5 Bullying
			Review	9780554004419	133	Chapter 5 Review, Items 15-17
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(D) identify and discuss the skills adolescents need to make responsible life choices	(i) identify the skills adolescents need to make responsible life choices	Instruction	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Using Refusal Skills
			Review	9780554004419	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Item 7
			Instruction	9780554004419	130–131	Chapter 5 Lab Creating a Drug Awareness Campaign
			Review	9780554004419	132	Chapter 5 Review Item 4
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(D) identify and discuss the skills adolescents need to make responsible life choices	(ii) discuss the skills adolescents need to make responsible life choices	Instruction	9780554004419	112	Chapter 5 Section 1 Understanding Adolescence, Using Refusal Skills
			Review	9780554004419	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Item 7
			Instruction	9780554004419	130–131	Chapter 5 Lab Creating a Drug Awareness Campaign
			Review	9780554004419	132	Chapter 5 Review Item 4



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(A) identify the stages of adult development and compare the differences between male and female development	(i) identify the stages of adult development	Instruction	9780554004419	136–140	Chapter 6 Section 1 Early and Middle Adulthood
			Review	9780554004419	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Items 1-4
			Instruction	9780554004419	146–150	Chapter 6 Section 3 The Later Years
			Review	9780554004419	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 2, 7
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(A) identify the stages of adult development and compare the differences between male and female development	(ii) compare the differences between male and female development	Instruction	9780554004419	137–137	Chapter 6 Section 1 Early and Middle Adulthood, Adult Male Development
			Review	9780554004419	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Items 2, 3
			Instruction	9780554004419	139–140	Chapter 6 Section 1 Early and Middle Adulthood, Adult Female Development
			Review	9780554004419	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Item 4
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States	(i) analyze the traditional roles of work	Instruction	9780554004419	142–143	Chapter 6 Section 2 The World of Work, The Labor Force
			Review	9780554004419	145	Chapter 6 Section 2 The World of Work, Section Assessment, Item 1
			Instruction	9780554004419	143	Chapter 6 Section 2 The World of Work, Major Categories of Occupations
			Review	9780554004419	145	Chapter 6 Section 2 The World of Work, Section Assessment, Item 2
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States	(ii) analyze how the composition of the labor force has changed in the United States	Instruction	9780554004419	144	Chapter 6 Section 2 The World of Work, The Changing Nature of Work

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			Review	9780554004419	145	Chapter 6 Section 2 The World of Work, Section Assessment, Items 5, 7, 8
			Review	9780554004419	154	Chapter 6 Review, Items 2b, 2c
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(i) analyze the characteristics of late adulthood	Instruction	9780554004419	147–150	Chapter 6 Section 3 The Later Years, Changes in Late Adulthood
			Review	9780554004419	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 4-7
			Instruction	9780554004419	150	Chapter 6 Section 3 The Later Years, Changes in, New Opportunities
			Review	9780554004419	150	Chapter 6 Section 3 The Later Years, Section Assessment, Item 8
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(ii) analyze the changes on the individual	Instruction	9780554004419	147–150	Chapter 6 Section 3 The Later Years, Changes in Late Adulthood
			Review	9780554004419	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 4-7
			Instruction	9780554004419	150	Chapter 6 Section 3 The Later Years, Changes in, New Opportunities
			Review	9780554004419	150	Chapter 6 Section 3 The Later Years, Section Assessment, Item 8
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(iii) analyze the changes on society	Instruction	9780554004419	149	Chapter 6 Section 3 The Later Years, Statistically Speaking... Graph
			Review	9780554004419	154	Chapter 6 Review, Item 3c

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			<b>Instruction</b>	9780554004419	151	Chapter 6 Challenging Stereotypes about the Aging
			<b>Review</b>	9780554004419	154	Chapter 6 Review, Item 4
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives	(i) compare theories of deviance	<b>Instruction</b>	9780554004419	169	Chapter 7 Section 3 Crime, Statistically Speaking Graphs
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5
			<b>Instruction</b>	9780554004419	171–172	
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime; Section Assessment, Item 2
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey	(i) interpret differences in crime rates by social categories, including cross-reference with the National Crime Victimization Survey	<b>Instruction</b>	9780554004419	169	Chapter 7 Section 3 Crime, Statistically Speaking Graphs
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5
			<b>Instruction</b>	9780554004419	171–172	
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime; Section Assessment, Item 2
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey	(ii) interpret differences in arrest rates by social categories	<b>Instruction</b>	9780554004419	169	Chapter 7 Section 3 Crime, Statistically Speaking Graphs
			<b>Review</b>	9780554004419	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(C) analyze the criminal justice system in the United States in relation to deviant behavior	(i) analyze the criminal justice system in the United States in relation to deviant behavior	Instruction	9780554004419	172–174	Chapter 7 Section 3 Crime, The Criminal Justice System
			Review	9780554004419	174	Chapter 7 Section 3 Crime, Section Assessment, Item 8
			Review	9780554004419	178	Chapter 7 Review Item 3b
(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	(i) analyze the characteristics of caste systems	Instruction	9780554004419	187	Chapter 8 Section 1 Systems of Stratification, Caste Systems
			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 4
			Instruction	9780554004419	191	Chapter 8 Social Stratification around the World
			Review	9780554004419	204	Chapter 8 Review, Item 1b
(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	(ii) analyze the characteristics of class systems	Instruction	9780554004419	188	Chapter 8 Section 1 Systems of Stratification, Class Systems
			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 2, 4, 5
			Instruction	9780554004419	192–196	Chapter 8 Section 2 The American Class System
			Review	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(iii) analyze the components of caste systems	Instruction	9780554004419	187	Chapter 8 Section 1 Systems of Stratification, Caste Systems

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			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 4
			Instruction	9780554004419	191	Chapter 8 Social Stratification around the World
			Review	9780554004419	204	Chapter 8 Review, Item 1b
(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	(iv) analyze the components of class systems	Instruction	9780554004419	188	Chapter 8 Section 1 Systems of Stratification, Class Systems
			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 2, 4, 5
			Instruction	9780554004419	192-196	Chapter 8 Section 2 The American Class System
			Review	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(v) analyze social mobility	Instruction	9780554004419	195-196	Chapter 8 Section 2 The American Class System, Social Mobility
			Review	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 3
			Review	9780554004419	204	Chapter 8 Review, Items 2b, 2c
(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	(vi) analyze how motivation affects each	Instruction	9780554004419	196	Chapter 8 Section 2 The American Class System, Social Mobility
			Review	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	313	Chapter 13 Section 1 The Sociology of Education, Education and Socioeconomic Status
			<b>Review</b>	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(i) define poverty	<b>Instruction</b>	9780554004419	198	Chapter 8 Section 3 Poverty, Defining Poverty in America
			<b>Review</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 1
			<b>Instruction</b>	9780554004419	199	Chapter 8 Section 3 Poverty, Variations in American Poverty
			<b>Review</b>	9780554004419	204	Chapter 8 Review, Item 3a
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(ii) define its components	<b>Instruction</b>	9780554004419	198	Chapter 8 Section 3 Poverty, Defining Poverty in America
			<b>Review</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 1
			<b>Instruction</b>	9780554004419	199	Chapter 8 Section 3 Poverty, Variations in American Poverty
			<b>Review</b>	9780554004419	204	Chapter 8 Review, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iii) analyze poverty's impact on the individual	<b>Instruction</b>	9780554004419	200	Chapter 8 Section 3 Poverty, Effects of Poverty
			<b>Review</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Items 3, 6
			<b>Instruction</b>	9780554004419	202–203	Chapter 8 Simulation, Only What You Can Afford
			<b>Review</b>	9780554004419	204	Chapter 8 Review, Item 3c
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iv) analyze poverty's impact on society	<b>Instruction</b>	9780554004419	200	Chapter 8 Section 3 Poverty, Effects of Poverty
			<b>Review</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Items 3, 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	200–201	Chapter 8 Section 3 Poverty, Government Responses to Poverty
			<b>Review</b>	9780554004419	204	Chapter 8 Review, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(C) contrast theories of social stratification	(i) contrast theories of social stratification	<b>Instruction</b>	9780554004419	189–190	Chapter 8 Section 1 Systems of Stratification, Explaining Stratification
			<b>Review</b>	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 3, 7
			<b>Review</b>	9780554004419	205	Chapter 8 Review, Item 15
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(i) recognize global stratification	<b>Instruction</b>	9780554004419	420–422	Chapter 16 Section 5 Modernization, World System Theory
			<b>Assessment</b>	9780554004419	423	Section 5 Assessment, Items 4-6
			<b>Activity</b>	9780554004419	423	Section 5 Assessment, Item 7
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(ii) recognize inequality	<b>Instruction</b>	9780554004419	186–190	Chapter 8 Section 1 Systems of Stratification
			<b>Review</b>	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 1-7
			<b>Instruction</b>	9780554004419	192–196	Chapter 8 Section 2 The American Class System
			<b>Review</b>	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iii) examine global stratification	<b>Instruction</b>	9780554004419	420–422	Chapter 16 Section 5 Modernization, World System Theory
			<b>Assessment</b>	9780554004419	423	Section 5 Assessment, Items 4-6
			<b>Activity</b>	9780554004419	423	Section 5 Assessment, Item 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iv) examine inequality	Instruction	9780554004419	186–190	Chapter 8 Section 1 Systems of Stratification
			Review	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 1-7
			Instruction	9780554004419	192–196	Chapter 8 Section 2 The American Class System
			Review	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(i) define race	Instruction	9780554004419	209	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Race as Myth and Reality
			Review	9780554004419	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 1
			Instruction	9780554004419	210	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Quick Lab, Race and the U.S. Census
			Review	9780554004419	228	Chapter 9 Review, Items 1a, 1b, 5
(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	(ii) define ethnicity	Instruction	9780554004419	210	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Ethnicity
			Review	9780554004419	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 2
			Instruction	9780554004419	224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554004419	228	Chapter 9 Review, Items 1a, 6
(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	(iii) differentiate among the distinguishing characteristics of minority groups	Instruction	9780554004419	218–224	Chapter 9 Section 3 Minority Groups in the United States



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			Review	9780554004419	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 1-7
			Instruction	9780554004419	226–227	Chapter 9 Lab Introducing the Americans
			Review	9780554004419	228	Chapter 9 Review, Items 3a, 3b, 4
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(B) contrast the terms discrimination, prejudice, and bias	(i) contrast the terms discrimination, prejudice, and bias	Instruction	9780554004419	213–214	Chapter 9 Section 2 Patterns of Intergroup Relations, Discrimination and Prejudice
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 1, 4
			Instruction	9780554004419	214–215	Chapter 9 Section 2 Patterns of Intergroup Relations, Sources of Discrimination and Prejudice
			Review	9780554004419	228	Chapter 9 Review, Item 2c
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(C) discuss the ramifications of stereotyping	(i) discuss the ramifications of stereotyping	Instruction	9780554004419	213–214	Chapter 9 Section 2 Patterns of Intergroup Relations, Prejudice
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 2
			Instruction	9780554004419	225	Chapter 9 Being Arab American after the 9-11 Attacks
			Review	9780554004419	228	Chapter 9 Review, Item 2b
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian	(i) analyze the varying treatment patterns of minority groups	Instruction	9780554004419	216–216	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 7
			Instruction	9780554004419	218–224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554004419	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 1-7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(E) explain instances of institutional racism in American society	(i) explain instances of institutional racism in American society	Instruction	9780554004419	213	Chapter 9 Section 2 Patterns of Intergroup Relations, Discrimination
			Review	9780554004419	228	Chapter 9 Review, Item 13
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(i) analyze how gender roles affect the opportunities available to men in society	Instruction	9780554004419	233–235	Chapter 10 Section 1 Gender, Gender Roles and Identity
			Review	9780554004419	237	Chapter 10 Section 1 Gender, Section Assessment, Items 4, 6
			Instruction	9780554004419	236–237	Chapter 10 Section 1 Gender, Gender Inequality in the United States
			Review	9780554004419	252	Chapter 10 Review, Items 1a, 1b, 1c
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(ii) analyze how gender roles affect the opportunities available to women in society	Instruction	9780554004419	233–235	Chapter 10 Section 1 Gender, Gender Roles and Identity
			Review	9780554004419	237	Chapter 10 Section 1 Gender, Section Assessment, Items 1-7
			Instruction	9780554004419	235–237	Chapter 10 Section 1 Gender, Gender Inequality in the United States
			Review	9780554004419	252	Chapter 10 Review, Items 1a, 1b, 1c
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(B) analyze the effects of an aging society	(i) analyze the effects of an aging society	Instruction	9780554004419	239	Chapter 10 Section 2 Age and Disability, The Aging World
			Review	9780554004419	242	Chapter 10 Section 2 Age and Disability, Section Assessment, Items 2, 6
			Instruction	9780554004419	240–241	Chapter 10 Section 2 Age and Disability, The Politics of Aging
			Review	9780554004419	253	Chapter 10 Review, Item 19
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(C) compare the nature of health care in a global society	(i) compare the nature of health care in a global society	Instruction	9780554004419	369	Chapter 15 Case Study, Population and Urbanization
			Review	9780554004419	369	What do you think?, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(D) evaluate the nature of health care in different segments of American society	(i) evaluate the nature of health care in different segments of American society	<b>Instruction</b>	9780554004419	244–246	Chapter 10 Section 3 Health, Health Care in the United States
			<b>Review</b>	9780554004419	249	Chapter 10 Section 3 Health, Section Assessment, Items 4, 6, 7
			<b>Instruction</b>	9780554004419	246–249	Chapter 10 Section 3 Health, Health Care Issues Today
			<b>Review</b>	9780554004419	252	Chapter 10 Review, Items 3a, 3b, 3c
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(i) define the functions of the family	<b>Instruction</b>	9780554004419	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			<b>Review</b>	9780554004419	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Items 1, 6
			<b>Instruction</b>	9780554004419	264–265	Chapter 11 Section 1 Family Systems and Functions, The Functions of the Family
			<b>Review</b>	9780554004419	278	Chapter 11 Review Item 1a
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(ii) define the rituals of the family	<b>Instruction</b>	9780554004419	260	Chapter 11 Section 1 Family Systems and Functions, Learning to Love a Perfect Stranger
			<b>Review</b>	9780554004419	270	Chapter 11 Section 2 Families in the United States, Section Assessment, Item 2
			<b>Instruction</b>	9780554004419	267	Chapter 11 Section 2 Families in the United States, Courtship and Marriage
			<b>Review</b>	9780554004419	278	Chapter 11 Review, Items 2c, 4
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(iii) define how the family has changed over time	<b>Instruction</b>	9780554004419	271–275	Chapter 11 Section 3 Recent Trends in Marriage and Family
			<b>Review</b>	9780554004419	275	Chapter 11 Section 3 Recent Trends in Marriage and Family; Section Assessment, Item 8

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			<b>Instruction</b>	9780554004419	276–277	Chapter 11 Lab Changes in Family Life in the Recent Past
			<b>Review</b>	9780554004419	278	Chapter 11 Review, Items 4, 17-19
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(B) define family systems and patterns	(i) define family systems	<b>Instruction</b>	9780554004419	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			<b>Review</b>	9780554004419	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Item 1
			<b>Instruction</b>	9780554004419	261	Chapter 11 Section 1 Family Systems and Functions, Family Systems box
			<b>Review</b>	9780554004419	278	Chapter 11 Review, Item 5
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(B) define family systems and patterns	(ii) define family patterns	<b>Instruction</b>	9780554004419	262–264	Chapter 11 Section 1 Family Systems and Functions, Marriage and Kinship Patterns
			<b>Review</b>	9780554004419	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Item 7
			<b>Instruction</b>	9780554004419	263	Chapter 11 Section 1 Family Systems and Functions, Marriage and Kinship Terms chart
			<b>Review</b>	9780554004419	278	Chapter 11 Review, Items 1b, 1c
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies	(i) analyze the trends in American society regarding family life	<b>Instruction</b>	9780554004419	271–275	Chapter 11 Section 3 Recent Trends in Marriage and Family
			<b>Review</b>	9780554004419	275	Chapter 11 Section 3 Recent Trends in Marriage and Family; Section Assessment, Item 8
			<b>Instruction</b>	9780554004419	276–277	Chapter 11 Lab Changes in Family Life in the Recent Past
			<b>Review</b>	9780554004419	278	Chapter 11 Review, Items 4, 17-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies	(ii) analyze the needs that the institution of family satisfies	Instruction	9780554004419	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			Review	9780554004419	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Items 1, 6
			Instruction	9780554004419	264–265	Chapter 11 Section 1 Family Systems and Functions, The Functions of the Family
			Review	9780554004419	278	Chapter 11 Review Item 1a
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(D) analyze ways in which family life can be disrupted	(i) analyze ways in which family life can be disrupted	Instruction	9780554004419	268	Chapter 11 Section 2 Families in the United States, Family Violence
			Review	9780554004419	270	Chapter 11 Section 2 Families in the United States, Section Assessment, Items 5, 6, 8
			Instruction	9780554004419	269–270	Chapter 11 Section 2 Families in the United States, Divorce
			Review	9780554004419	278	Chapter 11 Review, Items 2a, 2b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(i) define the economic model of free enterprise	Instruction	9780554004419	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 5, 7
			Instruction	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Changes in Capitalism and Socialism
			Review	9780554004419	304	Chapter 12 Review, Item 7
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(ii) define the economic model of socialism	Instruction	9780554004419	285–286	Chapter 12 Section 1 The Economic Institution, Socialism

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			Review	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 7
			Instruction	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Changes in Capitalism and Socialism
			Review	9780554004419	304	Chapter 12 Review, Item 8
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(iii) differentiate between the economic models of free enterprise and socialism	Instruction	9780554004419	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 7
			Instruction	9780554004419	285–286	Chapter 12 Section 1 The Economic Institution, Socialism
			Review	9780554004419	304	Chapter 12 Review, Item 1b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(iv) differentiate between how they impact society	Instruction	9780554004419	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 7
			Instruction	9780554004419	285–286	Chapter 12 Section 1 The Economic Institution, Socialism
			Review	9780554004419	304	Chapter 12 Review, Item 1b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(i) define different types of government	Instruction	9780554004419	295–296	Chapter 12 Section 3 The Political Institution, Types of Government
			Review	9780554004419	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 7
			Review	9780554004419	304	Chapter 12 Review, Item s3b, 3c

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(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(ii) differentiate among different types of government	Instruction	9780554004419	295–296	Chapter 12 Section 3 The Political Institution, Types of Government
			Review	9780554004419	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 7
			Review	9780554004419	304	Chapter 12 Review, Item s3b, 3c
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iii) discuss the legitimacy of those in power	Instruction	9780554004419	293–295	Chapter 12 Section 3 The Political Institution, Legitimacy of Power
			Review	9780554004419	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 2
			Review	9780554004419	304	Chapter 12 Review, Item 3a
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iv) discuss the impact of each on its citizens	Instruction	9780554004419	295–296	Chapter 12 Section 3 The Political Institution, Types of Government, Item 7
			Review	9780554004419	296	Chapter 12 Section 3 The Political Institution, Section Assessment
			Review	9780554004419	304	Chapter 12 Review, Item s3b, 3c
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(i) trace the changes in ideas about citizenship	Instruction	9780554004419	223	Chapter 9 Section 3 Minority Groups in the United States, Native Americans
			(Drop-down menu)			

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(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(ii) trace the participation of different groups through time	Instruction	9780554004419	299–300	Chapter 12 Section 4 The United States Political System, Political Participation
			Review	9780554004419	304	Chapter 12 Review, Item 4c
			Instruction	9780554004419	300	Chapter 12 Section 4 The United States Political System, Political Participation, Statistically Speaking box
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(i) explain functionalist theories of education	Instruction	9780554004419	309–311	Chapter 13 Section 1 The Sociology of Education, The Functionalist Perspective on Education
			Review	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Item E
			Instruction	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			Review	9780554004419	334	Chapter 13 Review, Items 1a, 1c
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(ii) explain conflict theories of education	Instruction	9780554004419	311–314	Chapter 13 Section 1 The Sociology of Education, The Conflict Perspective on Education
			Review	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Items 3, 8
			Instruction	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			Review	9780554004419	334	Chapter 13 Review, Item 1a
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(iii) explain interactionist theories of education	Instruction	9780554004419	314–315	Chapter 13 Section 1 The Sociology of Education, The Interactionist Perspective on Education
			Review	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Items 3, 8



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			<b>Instruction</b>	9780554004419	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			<b>Review</b>	9780554004419	334	Chapter 13 Review, Item 1a
(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	(i) argue some current issues in American education	<b>Instruction</b>	9780554004419	316–320	Chapter 13 Section 2 Issues in American Education
			<b>Review</b>	9780554004419	320	Chapter 13 Section 2 Issues in American Education, Section Assessment, Item 9
			<b>Instruction</b>	9780554004419	321	Chapter 13 Sociology in Today's World, Alternative Education
			<b>Review</b>	9780554004419	335	Chapter 13 Review, Item 23
(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	(ii) defend some current issues in American education	<b>Instruction</b>	9780554004419	316–320	Chapter 13 Section 2 Issues in American Education
			<b>Review</b>	9780554004419	320	Chapter 13 Section 2 Issues in American Education, Section Assessment, Item 9
			<b>Instruction</b>	9780554004419	321	Chapter 13 Sociology in Today's World, Alternative Education
			<b>Review</b>	9780554004419	335	Chapter 13 Review, Item 23
(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:	(C) examine religion from the sociological point of view	(i) examine religion from the sociological point of view	<b>Instruction</b>	9780554004419	332-323	Chapter 13 Section 3 The Sociology of Religion, Religion - a Sociological Definition
			<b>Review</b>	9780554004419	326	Chapter 13 Section 3 The Sociology of Religion, Section Assessment, Item 1
			<b>Instruction</b>	9780554004419	324–326	Chapter 13 Section 3 The Sociology of Religion, The Nature of Religion
			<b>Review</b>	9780554004419	334	Chapter 13 Review Item 3a
(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:	(D) analyze the functions of society and the basic societal needs that religion serves	(i) analyze the functions of society	<b>Instruction</b>	9780554004419	35	Chapter 2 Section 1 The Meaning of Culture, What Is Culture?
			<b>Review</b>	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 1-8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	62–66	Chapter 3 Section 3 Types of Societies
			<b>Review</b>	9780554004419	82	Chapter 3 Review, Items 3a, 3b
(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:	(D) analyze the functions of society and the basic societal needs that religion serves	(ii) analyze the basic societal needs that religion serves	<b>Instruction</b>	9780554004419	323–324	Chapter 13 Section 3 The Sociology of Religion, The Functions of Religion
			<b>Review</b>	9780554004419	326	Chapter 13 Section 3 The Sociology of Religion, Section Assessment, Items 1, 7
			<b>Instruction</b>	9780554004419	324–325	Chapter 13 Section 3 The Sociology of Religion, The Nature of Religion
			<b>Review</b>	9780554004419	334	Chapter 13 Review, Item 3a
(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:	(E) compare and contrast distinctive features of religion in the United States with religion in other societies	(i) compare and contrast distinctive features of religion in the United States with religion in other societies	<b>Instruction</b>	9780554004419	337–330	Chapter 13 Section 4 Religion in American Society
			<b>Review</b>	9780554004419	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Items 1-9
			<b>Instruction</b>	9780554004419	331	Chapter 13 Cultural Diversity and Sociology, Religious Diversity in the United States
			<b>Review</b>	9780554004419	334	Chapter 13 Review, Items 4a, 4b, 4c
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(i) identify factors that have contributed to the institutionalization of science	<b>Instruction</b>	9780554004419	21	Chapter 1 Section 4 Conducting Sociological Research, The Research Process
			<b>Review</b>	9780554004419	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(ii) explain the norms of scientific research	Instruction	9780554004419	21–27	Chapter 1 Section 4 Conducting Sociological Research
			Review	9780554004419	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment
			Instruction	9780554004419	28–29	Chapter 1 Lab, Who's at Your Table?
			Review	9780554004419	31	Chapter 1 Review, Items 4a, 4b
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(iii) explain how these norms differ from the realities of scientific research	Instruction	9780554004419	27	Chapter 1 Section 4 Conducting Sociological Research, Ethical Issues in Research
			Review	9780554004419	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 6
			Review	9780554004419	30	Chapter 1 Review, Item 4b
(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	(i) trace major developments in the history of mass media	Instruction	9780554004419	348–350	Chapter 14 Section 3 Mass Media as a Social Institution, The Institutionalization of Mass Media
			Review	9780554004419	352	Chapter 14 Section 3 Mass Media as a Social Institution, Section Assessment, Item 5
			Instruction	9780554004419	348–349	Chapter 14 Section 3 Mass Media as a Social Institution, Development of the Media timeline
			Review	9780554004419	362	Chapter 14 Review, Items 3a, 3c

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	(ii) identify the types of mass media in the United States	Instruction	9780554004419	350–352	Chapter 14 Section 3 Mass Media as a Social Institution, Mass Media in the United States
			Review	9780554004419	352	Chapter 14 Section 3 Mass Media as a Social Institution, Section Assessment
			Instruction	9780554004419	351	Chapter 14 Section 3 Mass Media as a Social Institution, Type of U.S. Media graphic box
			Review	9780554004419	362	Chapter 14 Review, Item 16
(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:	(C) explain the differences between the functionalist and conflict perspectives of mass media	(i) explain the differences between the functionalist and conflict perspectives of mass media	Instruction	9780554004419	352–355	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Sociological Perspectives on Mass Media
			Review	9780554004419	358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Section Assessment, Items 4, 6
			Instruction	9780554004419	355	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Perspectives on Mass Media box
			Review	9780554004419	362	Chapter 14 Review, Item 4a
(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:	(D) examine contemporary mass media issues	(i) examine contemporary mass media issues	Instruction	9780554004419	356–358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Contemporary Mass Media Issues
			Review	9780554004419	358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Section Assessment, Items 5, 7
			Instruction	9780554004419	359	Chapter 14 Sociology in Today's World, Video Games and Violence
			Review	9780554004419	363	Chapter 14 Review, Item 20
(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	(i) describe the study of demography	Instruction	9780554004419	371	Chapter 15 Section 1 Population, World Population Change
			Review	9780554004419	377	Chapter 15 Section 1 Population, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Item 5
(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	(ii) describe the basic demographic concepts	<b>Instruction</b>	9780554004419	371–375	Chapter 15 Section 1 Population, World Population Change
			<b>Review</b>	9780554004419	377	Chapter 15 Section 1 Population, Section Assessment, Items 2, 6
			<b>Instruction</b>	9780554004419	377	Chapter 15 Section 1 Population, Controlling Population Growth
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Items 1b, 6
(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	(iii) describe changes in settlement patterns on society	<b>Instruction</b>	9780554004419	379–380	Chapter 15 Section 2 Urban Life, The Evolution of the City
			<b>Review</b>	9780554004419	381	Chapter 15 Section 2 Urban Life, Section Assessment, Items 2, 4, 7
			<b>Instruction</b>	9780554004419	381	Chapter 15 Cultural Diversity and Sociology, New York City's Ethnic Neighborhoods
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Item 2b
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(i) explain various theories of population growth	<b>Instruction</b>	9780554004419	375–375	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554004419	377	Chapter 15 Section 1 Population, Section Assessment, Items 3, 4
			<b>Instruction</b>	9780554004419	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Items 1a, 7
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(ii) critique various theories of population growth	<b>Instruction</b>	9780554004419	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554004419	377	Chapter 15 Section 1 Population, Section Assessment, Items 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554004419	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Items 1a
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(iii) explain [their] impact on society	<b>Instruction</b>	9780554004419	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554004419	377	Chapter 15 Section 1 Population, Section Assessment, Items 3, 4
			<b>Instruction</b>	9780554004419	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554004419	390	Chapter 15 Review, Items 1a, 7
(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	(i) compare and contrast various types of collective behavior	<b>Instruction</b>	9780554004419	394–401	Chapter 16 Section 1 Collective Behavior
			<b>Review</b>	9780554004419	402	Chapter 16 Section 1 Collective Behavior, Section Assessment, Item 2
			<b>Instruction</b>	9780554004419	399	Chapter 16 Section 1 Collective Behavior, Types of Collective Behavior chart
			<b>Review</b>	9780554004419	426	Chapter 16 Review, Item 1a
(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	(ii) compare and contrast various types of social movements	<b>Instruction</b>	9780554004419	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			<b>Review</b>	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
(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	(iii) compare and contrast how they affect society	<b>Instruction</b>	9780554004419	405	Chapter 16 Section 2 Social Movements, Types of Social Movements

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554004419	405–406	Chapter 16 Section 2 Social Movements, Life Cycle of Social Movements
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(i) discuss theories that have been developed to explain collective behavior	Instruction	9780554004419	401–402	Chapter 16 Section 1 Collective Behavior, Explaining Collective Behavior
			Review	9780554004419	402	Chapter 16 Section 1 Collective Behavior, Section Assessment, Items 4, 6, 7
			Instruction	9780554004419	407–408	Chapter 16 Section 2 Social Movements, Explaining Social Movements
			Review	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Items 5, 7
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(ii) discuss theories that have been developed to explain social movements	Instruction	9780554004419	407–408	Chapter 16 Section 2 Social Movements, Explaining Social Movements
			Review	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Items 5, 7
			Review	9780554004419	426	Chapter 16 Review, Items 2a, 2c
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(i) illustrate three social processes that contribute to social change	Instruction	9780554004419	410–412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2-5, 7
			Instruction	9780554004419	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554004419	426	Chapter 16 Review, Item 3a

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(ii) discuss how technology cause[s] cultures to change	Instruction	9780554004419	410	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2, 5
			Instruction	9780554004419	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554004419	426	Chapter 16 Review, Item 3a
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(iii) discuss how population cause[s] cultures to change	Instruction	9780554004419	411	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	380	Chapter 15 Section 2 Urban Life, The Industrial City
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(iv) discuss how natural environment cause[s] cultures to change	Instruction	9780554004419	404	Chapter 16 Section 3 Social Change, Sociology Close Up
			Review	9780554004419	411-412	Chapter 16 Section 3 Social Change, Sources of Social Change



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(v) discuss how revolution cause[s] cultures to change	Instruction	9780554004419	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			Review	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554004419	417-418	Chapter 16 Section 4 Theories of Social Change, Conflict Theory
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(vi) discuss how war cause[s] cultures to change	Instruction	9780554004419	412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	412	Reading Check, Summarize
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(vii) evaluate how technology cause[s] cultures to change	Instruction	9780554004419	410	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2, 5
			Instruction	9780554004419	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554004419	426	Chapter 16 Review, Item 3a

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(viii) evaluate how population cause[s] cultures to change	Instruction	9780554004419	411	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554004419	380	Chapter 15 Section 2 Urban Life, The Industrial City
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(ix) evaluate how natural environment cause[s] cultures to change	Instruction	9780554004419	404	Chapter 16 Section 3 Social Change, Sociology Close Up
			Review	9780554004419	411-412	Chapter 16 Section 3 Social Change, Sources of Social Change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(x) evaluate how revolution cause[s] cultures to change	Instruction	9780554004419	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			Review	9780554004419	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554004419	417-418	Chapter 16 Section 4 Theories of Social Change, Conflict Theory

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(xi) evaluate how war cause[s] cultures to change	Instruction	9780554004419	412	Chapter 16 Section 3 Social Change, Sources of Social Change
			(Drop-down menu)			
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry	(i) create a product on a contemporary sociological issue or topic using critical methods of inquiry	Instruction	9780554004419	S14	Evaluating Information on the Internet
			Review	9780554004419	82	Chapter 3 Review, Internet Activity
			Instruction	9780554004419	S15	Synthesizing Information from Multiple Sources
			Review	9780554004419	132	Chapter 5 Review, Internet Activity
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze information by sequencing	Instruction	9780554004419	64–65	Chapter 3 Section 3 Types of Societies, The Transformation of Society timeline
			Review	9780554004419	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 7
			Instruction	9780554004419	235	Chapter 10 Section 1 Gender, The Women's Movement timeline
			Review	9780554004419	237	Chapter 10 Section 1 Gender, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze information by categorizing	Instruction	9780554004419	91–93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review		94	Chapter 4 Section 1 Personality Development, Section Assessment, Item 5
			Instruction		163–164	Chapter 7 Section 2 Deviance, Social Functions of Deviance
			Review		167	Chapter 7 Section 2 Deviance, Section Assessment, Item 7
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze information by identifying cause-and-effect relationships	Instruction	9780554004419	289–291	Chapter 12 Section 2 The United States Economy, Recent Developments
			Review		291	Chapter 12 Section 2 The United States Economy, Section Assessment, Item 7
			Instruction		410–412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review		413	Chapter 16 Section 3 Social Change, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze information by comparing	Instruction	9780554004419	24–27	Chapter 1 Section 4 Conducting Sociological Research, Basic Research Methods
			Review		27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 7
			Instruction		118–120	Chapter 5 Section 2 Teenagers and Dating, Dating Patterns
			Review		120	Chapter 5 Section 2 Teenagers and Dating, Section Assessment, Item 4
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze information by contrasting	Instruction	9780554004419	137–140	Chapter 6 Section 1 Early and Middle Adulthood
			Review		140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Item 7
			Instruction		171–172	Chapter 7 Section 3 Crime, Crime Statistics
			Review		174	Chapter 7 Section 3 Crime, Section Assessment, Item 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze information by finding the main idea	<b>Instruction</b>	9780554004419	S1	Skills Handbook, Identifying Main Idea and Details
			<b>Review</b>	9780554004419	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 3
			<b>Instruction</b>	9780554004419	190	Chapter 8 Section 1 Systems of Stratification, Reading Check
			<b>Review</b>	9780554004419	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment Item 1
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze information by summarizing	<b>Instruction</b>	9780554004419	189	Chapter 8 Section 1 Systems of Stratification, Reading Check
			<b>Review</b>	9780554004419	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 6
			<b>Instruction</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Reading Check
			<b>Review</b>	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze information by making generalizations and predictions	Instruction	9780554004419	201	Chapter 8 Section 3 Poverty, Government Responses to Poverty
			Review	9780554004419	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 5
			Instruction	9780554004419	220–224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554004419	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Item 5
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze information by drawing inferences and conclusions	Instruction	9780554004419	S4	Skills Handbook, Drawing Conclusions
			Review	9780554004419	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 5
			Instruction	9780554004419	199	Chapter 8 Section 3 Poverty, Reading Check
			Review	9780554004419	228	Chapter 9 Review, Item 3b
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) use appropriate mathematical skills to interpret sociological information	(i) use appropriate mathematical skills to interpret sociological information	Instruction	9780554004419	S5	Skills Handbook, Interpreting Line and Bar Graphs
			Review	9780554004419	279	Chapter 11 Review, Items 17-19
			Instruction	9780554004419	S6	Skills Handbook, Interpreting Pie Graphs

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554004419	229	Chapter 9 Review, Items 16-18
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use sociology-related terminology correctly	(i) use sociology-related terminology correctly	Instruction	9780554004419	283	Chapter 12 Section 1 The Economic Institution, Economic Systems
			Review	9780554004419	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 2
			Instruction	9780554004419	240	Chapter 14 Section 1 Sport as a Social Institution, The Institutionalization of Sport
			Review	9780554004419	341	Chapter 14 Section 1 Sport as a Social Institution, Section Assessment, Item 2
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780554004419	31	Chapter 1 Review, Writing for Sociology
			Review	9780554004419	51	Chapter 2 Review, Writing for Sociology
			Instruction	9780554004419	83	Chapter 3 Review, Writing for Sociology
			Review	9780554004419	107	Chapter 4 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling	Instruction	9780554004419	133	Chapter 5 Review, Writing for Sociology
			Review	9780554004419	155	Chapter 6 Review, Writing for Sociology
			Instruction	9780554004419	179	Chapter 7 Review, Writing for Sociology
			Review	9780554004419	205	Chapter 8 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure	Instruction	9780554004419	229	Chapter 9 Review, Writing for Sociology
			Review	9780554004419	253	Chapter 10 Review, Writing for Sociology
			Instruction	9780554004419	279	Chapter 11 Review, Writing for Sociology



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review</b>	9780554004419	305	Chapter 12 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	<b>Instruction</b>	9780554004419	335	Chapter 13 Review, Writing for Sociology
			<b>Review</b>	9780554004419	363	Chapter 14 Review, Writing for Sociology
			<b>Instruction</b>	9780554004419	391	Chapter 15 Review, Writing for Sociology
			<b>Review</b>	9780554004419	427	Chapter 16 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	<b>Instruction</b>	9780554004419	45	Chapter 2 Section 3 The American Value System, American Values Chart
			<b>Review</b>	9780554004419	47	Chapter 2 Section 3 The American Value System, Section Assessment, Item 5
			<b>Instruction</b>	9780554004419	97	Chapter 4 Section 2 The Social Self, Meads Development of Self chart
			<b>Review</b>	9780554004419	98	Chapter 4 Section 2 The Social Self, Section Assessment, Item 6
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate	<b>Instruction</b>	9780554004419	S6	Skills Handbook, Interpreting Pie Graphs
			<b>Review</b>	9780554004419	154	Chapter 6 Review, Item 4
			<b>Instruction</b>	9780554004419	101	Chapter 4 Section 3 Agents of Socialization, Statistically Speaking chart
			<b>Review</b>	9780554004419	133	Chapter 5 Review, Items 15-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information	Instruction	9780554004419	229	Chapter 9 Review, Writing for Sociology
			Review	9780554004419	253	Chapter 10 Review, Writing for Sociology
			Instruction	9780554004419	279	Chapter 11 Review, Writing for Sociology
			Review	9780554004419	305	Chapter 12 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information	Instruction	9780554004419	360–361	Chapter 14 Lab, Promoting a Class on Sport and Mass Media
			Review	9780554004419	82	Chapter 3 Review, Item 17
			Instruction	9780554004419	130–131	Chapter 5 Lab, Creating a Drug Awareness Campaign
			Review	9780554004419	424–425	Chapter 16 Simulation, Creating a Social Movement
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information	Instruction	9780554004419	30	Chapter 1 Review, Item 5
			Review	9780554004419	252	Chapter 10 Review, Item 4
			Instruction	9780554004419	304	Chapter 12 Review, Item 16
			Review	9780554004419	362	Chapter 14 Review, Item 5
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	Instruction	9780554004419	129	Chapter 5 Sociology in Today's World, Bullying, Thinking Critically, Item 2
			Review	9780554004419	108–109	Chapter 5 Case Study, What do you think? Item 2
			Instruction	9780554004419	172	Chapter 7 Section 3 Crime, Technology Focus
			Review	9780554004419	184–185	Chapter 8 Case Study, What do you think? Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	Instruction	9780554004419	152–153	Chapter 6 Simulation, Trading Places: Becoming Your Parent's Parent
			Review	9780554004419	88–89	Chapter 4 Case Study, What do you think? Item 2
			Instruction	9780554004419	202–203	Chapter 8 Simulation, Only What You Can Afford
			Review	9780554004419	336–337	Chapter 14 Case Study, What do you think? Item 2
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(i) participate in conflict resolution using persuasion	Instruction	9780554004419	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554004419	61	Chapter 3, Section 2, Assessment
			Review	9780554004419	82	Chapter 3 Review, Sociology in Your Life
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(ii) participate in conflict resolution using compromise	Instruction	9780554004419	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554004419	61	Chapter 3, Section 2, Assessment
			Review	9780554004419	82	Chapter 3 Review, Sociology in Your Life
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iii) participate in conflict resolution using debate	Instruction	9780554004419	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554004419	61	Chapter 3, Section 2, Assessment
			Review	9780554004419	82	Chapter 3 Review, Sociology in Your Life

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iv) participate in conflict resolution using negotiation	<b>Instruction</b>	9780554004419	58–61	Chapter 3, Section 2, Types of Social Interaction
			<b>Review</b>	9780554004419	61	Chapter 3, Section 2, Assessment
			<b>Review</b>	9780554004419	82	Chapter 3 Review, Sociology in Your Life



Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
<b>Subject</b>	<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>					
<b>Subchapter</b>	<b>Subchapter C. High School</b>					
<b>Course</b>	<b>§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.</b>					
<b>Publisher</b>	<b>Houghton Mifflin Harcourt</b>					
<b>Program Title</b>	<b>Holt McDougal Sociology: The Study of Human Relationships Print Program Bundle</b>					
<b>Program ISBN</b>	<b>9780544344037</b>					
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.						
<b>(b) Introduction.</b>						
(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.						
(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) Students identify the role of the 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.						
(4) 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.						
(5) 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 Texas Education Code, §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 diversity of our people as a nation of immigrants, 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: "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."						
(6) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.						
<b>(C) Knowledge and skills.</b>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(A) describe the development of the field of sociology	(i) describe the development of the field of sociology	Instruction	9780554028576	8–14	Chapter 1 Section 2 The Development of Sociology
			Review	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment
			Instruction	9780554028576	15–18	Chapter 1 Section 3 Modern Perspectives
			Review	9780554028576	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(i) identify leading sociologists in the field of social science, including Auguste Comte	Instruction	9780554028576	9	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction	9780554028576	10	Chapter 1 Section 2 The Development of Sociology, yellow box
			Review	9780554028576	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ii) interpret [his] contributions to the foundation of sociology	Instruction	9780554028576	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554028576	18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
			Instruction	9780554028576	416	Chapter 16 Section 4 Theories of Social Change, Evolutionary Theory
			Review	9780554028576	418	Chapter 16 Section 4 Theories of Social Change, Evolutionary Theory, Section Assessment, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(iii) identify leading sociologists in the field of social science, including Emile Durkheim	Instruction	9780554028576	11–12	Chapter 1 Section 2 The Development of Sociology, Later European Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction		16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review		18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(iv) interpret [his] contributions to the foundation of sociology	Instruction	9780554028576	66	Chapter 3 Section 3 Types of Societies, Contrasting Societies
			Review		66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 8
			Instruction		164	Chapter 7 Section 2 Deviance, Explaining Deviance
			Review		166	Chapter 7 Section 2 Deviance, Section Assessment, Item 6
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(v) identify leading sociologists in the field of social science, including Herbert Spencer	Instruction	9780554028576	10	Chapter 1 Section 2 The Development of Sociology Early European Scholars



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 1, 6
			Instruction	9780554028576	11	Chapter 1 Section 2 The Development of Sociology, green box
			Review	9780554028576	30	Chapter 1 Review, Items 2, 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(vi) interpret [his] contributions to the foundation of sociology	Instruction	9780554028576	10	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554028576	30	Chapter 1 Review, Items 2, 5
			Instruction	9780554028576	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554028576	18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(vii) identify leading sociologists in the field of social science, including Max Weber	Instruction	9780554028576	12	Chapter 1 Section 2 The Development of Sociology Early European Scholars
			Review	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 3
			Instruction	9780554028576	75	Chapter 3 Section 5 The Structure of Formal Organizations, Weber's Model of Bureaucracies
			Review	9780554028576	82	Chapter 3 Review, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(viii) interpret [his] contributions to the foundation of sociology	Instruction	9780554028576	17–18	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review	9780554028576	30	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 2, 7
			Instruction	9780554028576	77	Chapter 3 Section 5 The Structure of Formal Organizations, Problems of Bureaucracies
			Review	9780554028576	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Item 5
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(ix) identify leading sociologists in the field of social science, including Karl Marx	Instruction	9780554028576	11–12	Chapter 1 Section 2 The Development of Sociology, Later European Scholars
			Review	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction	9780554028576	188	Chapter 8 Section 1 Systems of Stratification, Types of Stratification Systems
			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology	(x) interpret [his] contributions to the foundation of sociology	Instruction	9780554028576	16	Chapter 1 Section 3 Modern Perspectives, Major Theoretical Perspectives
			Review		18	Chapter 1 Section 3 Modern Perspectives, Section Assessment, Item 7
			Instruction		186	Chapter 12 Section 1 The Economic Institution, Economic Models
			Review		186	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 8
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field	(i) identify sociologists	Instruction	9780554028576	9–10	Chapter 1 Section 2 The Development of Sociology, Early European Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6
			Instruction		13–14	Chapter 1 Section 2 The Development of Sociology, American Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 6, 7
(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:	(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field	(ii) interpret their contributions to the field	Instruction	9780554028576	9–10	Chapter 1 Section 2 The Development of Sociology, Early European Scholars
			Review		14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, American Scholars
			<b>Review</b>	9780554028576	14	Chapter 1 Section 2 The Development of Sociology, Section Assessment, Items 6, 7
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial	(i) differentiate types of societies	<b>Instruction</b>	9780554028576	63–64	Chapter 3 Section 3 Types of Societies, Preindustrial Societies
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 2-4, 7, 8
			<b>Instruction</b>	9780554028576	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(B) identify and describe the types of societies that exist in the world today	(i) identify the types of societies that exist in the world today	<b>Instruction</b>	9780554028576	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 6
			<b>Instruction</b>	9780554028576	284	Chapter 12 Section 1 The Economic Institution, Economic Systems
			<b>Review</b>	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(B) identify and describe the types of societies that exist in the world today	(ii) describe the types of societies that exist in the world today	<b>Instruction</b>	9780554028576	65–66	Chapter 3 Section 3 Types of Societies, Industrial Societies/Post-Industrial Societies
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 6
			<b>Instruction</b>	9780554028576	284	Chapter 12 Section 1 The Economic Institution, Economic Systems
			<b>Review</b>	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(i) examine changes in U.S. institutions resulting from industrialization	Instruction	9780554028576	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			Review	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
			Instruction	9780554028576	79	Chapter 3 The McDonaldization of Society
			Review	9780554028576	82	Chapter 3 Review, Item 3
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(ii) examine changes in U.S. institutions resulting from urbanization	Instruction	9780554028576	378–381	Chapter 15 Section 2 Urban Life
			Review	9780554028576	381	Chapter 15 Section 2 Urban Life, Section Assessment, Item 7
			Instruction	9780554028576	383–387	Chapter 15 Section 3 Urban Ecology
			Review	9780554028576	387	Chapter 15 Section 3 Urban Ecology, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iii) examine changes in U.S. institutions resulting from immigrant assimilation	Instruction	9780554028576	215	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 7, 8
			Instruction	9780554028576	219	Chapter 9 Section 3 Minority Groups in the United States, The American Dilemma
			Review	9780554028576	219	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 5-7
			Instruction	9780554028576	382	Chapter 15 New York City's Ethnic Neighborhoods

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(iv) examine changes in U.S. society resulting from industrialization	Instruction	9780554028576	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			Review	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 6-8
			Instruction	9780554028576	79	Chapter 3 The McDonaldization of Society
			Review	9780554028576	82	Chapter 3 Review, Item 3
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(v) examine changes in U.S. society resulting from urbanization	Instruction	9780554028576	378–381	Chapter 15 Section 2 Urban Life
			Review	9780554028576	381	Chapter 15 Section 2 Urban Life, Section Assessment, Item 7
			Instruction	9780554028576	383–387	Chapter 15 Section 3 Urban Ecology
			Review	9780554028576	387	Chapter 15 Section 3 Urban Ecology, Section Assessment, Item 4
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation	(vi) examine changes in U.S. society resulting from immigrant assimilation	Instruction	9780554028576	215	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 7, 8
			Instruction	9780554028576	219	Chapter 9 Section 3 Minority Groups in the United States, The American Dilemma
			Review	9780554028576	219	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 5-7
			Instruction	9780554028576	382	Chapter 15 New York City's Ethnic Neighborhoods

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(i) analyze information about cultural life in the United States over time	Instruction	9780554028576	43	Chapter 2 The Adaptive American Culture
			Review	9780554028576	43	Chapter 2 The Adaptive American Culture, Thinking Critically, Items 1-2
			Instruction	9780554028576	47	Chapter 2 Section 3 The American Value System, Our Changing Values
			Review	9780554028576	47	Chapter 2 Section 3 The American Value System, Section Assessment, Item 2
(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	(D) analyze information about cultural life in the United States and other countries over time	(ii) analyze information about cultural life in other countries over time	Instruction	9780554028576	42	Chapter 2 Section 2 Cultural Variation, Cultural Change
			Review	9780554028576	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 8
			Instruction	9780554028576	414	Chapter 16 Globalization and Social Change
			Review	9780554028576	419-423	Chapter 16 Section 5 Modernization
			Instruction	9780554028576	423	Chapter 16 Section 5 Modernization, Items 4, 5
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(i) identify the elements of culture to include language	Instruction	9780554028576	35	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554028576	39	Chapter 2 Section 2 Cultural Variation, What Do We All Have in Common?
			Review	9780554028576	51	Chapter 2 Review, Item 18
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(ii) identify the elements of culture to include symbols	Instruction	9780554028576	35	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554028576	36	Chapter 2 Section 1 The Meaning of Culture, The Elements of Culture box
			Review	9780554028576	50-51	Chapter 2 Review Items 1, 18

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(iii) identify the elements of culture to include norms	Instruction	9780554028576	36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Items 4, 6
			Instruction	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, The Elements of Culture box
			Review	9780554028576	50-51	Chapter 2 Review Items 11, 18
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(A) identify the elements of culture to include language, symbols, norms, and values	(iv) identify the elements of culture to include values	Instruction	9780554028576	35-36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			Review	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			Instruction	9780554028576	44-47	Chapter 2 Section 3 The American Value System
			Review	9780554028576	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(B) explain how the elements of culture form a whole culture	(i) explain how the elements of culture form a whole culture	Instruction	9780554028576	34-37	Chapter 2 Section 1 The Meaning of Culture
			Review	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Items 1-7
			Instruction	9780554028576	44-47	Chapter 2 Section 3 The American Value System
			Review	9780554028576	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(i) give examples of subcultures	Instruction	9780554028576	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			Review	9780554028576	50	Chapter 2 Review, Item 14
			Instruction	9780554028576	93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review	9780554028576	106	Chapter 4 Review, Item 15



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Culture and social structure. The student examines world cultures. The student is expected to:	(C) give examples of subcultures and describe what makes them unique	(ii) describe what makes them unique	Instruction	9780554028576	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			Review	9780554028576	50	Chapter 2 Review, Item 14
			Instruction	9780554028576	93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review	9780554028576	106	Chapter 4 Review, Item 15
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(i) describe models of primary groups	Instruction	9780554028576	70	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 5, 7
			Instruction	9780554028576	73	Chapter 3 Section 4 Groups within Society, Group Functions
			Review	9780554028576	82	Chapter 3 Review, Items 4, 12
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(ii) describe models of secondary groups	Instruction	9780554028576	70–71	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 5, 7
			Instruction	9780554028576	73	Chapter 3 Section 4 Groups within Society, Group Functions
			Review	9780554028576	82	Chapter 3 Review, Items 4, 13
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(iii) describe models of formal groups	Instruction	9780554028576	70	Chapter 3 Section 4 Groups within Society, Defining Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 8
			Instruction	9780554028576	74–78	Chapter 3 Section 5 The Structure of Formal Organizations
			Review	9780554028576	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Items 1, 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(iv) describe models of informal groups	Instruction	9780554028576	70	Chapter 3 Section 4 Groups within Society, Defining Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 8
			Instruction	9780554028576	76-77	Chapter 3 Section 5 The Structure of Formal Organizations, Relationships in Formal Organizations
			Review	9780554028576	78	Chapter 3 Section 5 The Structure of Formal Organizations, Section Assessment, Item 8
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(v) describe models of reference groups	Instruction	9780554028576	71	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 6, 7
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities	(vi) describe e-communities	Instruction	9780554028576	72	Chapter 3 Section 4 Groups within Society, Types of Groups
			Review	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Item 7
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(i) analyze groups in terms of membership roles	Instruction	9780554028576	56-57	Chapter 3 Section 1 Building Blocks of Social Structure, Roles
			Review	9780554028576	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Items 3, 7, 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554028576	73	Chapter 3 Section 4 Groups within Society, Group Functions
			<b>Review</b>	9780554028576	73	Chapter 3 Section 4 Groups within Society, Section Assessment, Items 4, 5
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(ii) analyze groups in terms of status	<b>Instruction</b>	9780554028576	55	Chapter 3 Section 1 Building Blocks of Social Structure, Status
			<b>Review</b>	9780554028576	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Items 1-7
			<b>Instruction</b>	9780554028576	65	Chapter 3 Section 3 Types of Societies, Industrial Societies
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 5
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iii) analyze groups in terms of values	<b>Instruction</b>	9780554028576	35–36	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			<b>Review</b>	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, Section Assessment, Item 6
			<b>Instruction</b>	9780554028576	44–47	Chapter 2 Section 3 The American Value System
			<b>Review</b>	9780554028576	47	Chapter 2 Section 3 The American Value System, Section Assessment, Items 1-6
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(iv) analyze groups in terms of mores	<b>Instruction</b>	9780554028576	37	Chapter 2 Section 1 The Meaning of Culture, The Components of Culture
			<b>Review</b>	9780554028576	50	Chapter 2 Review, Item 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(v) analyze groups in terms of role conflicts	Instruction	9780554028576	56–57	Chapter 3 Section 1 Building Blocks of Social Structure, Roles
			Review	9780554028576	57	Chapter 3 Section 1 Building Blocks of Social Structure, Section Assessment, Item 8
			Review	9780554028576	82	Chapter 3 Review, Item 1
(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:	(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution	(vi) analyze groups in terms of methods of resolution	Instruction	9780554028576	60–61	Chapter3 Section 2 Types of Social Interaction, Accommodation
			Review	9780554028576	61	Chapter3 Section 2 Types of Social Interaction, Section Assessment, Item 5
			Review	9780554028576	82	Chapter 3 Review, Items 2, 17
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups	(i) compare cultural norms among various U.S. subculture groups	Instruction	9780554028576	324	Chapter 13 Section 3 The Sociology of Religion, The Functions of Religion
			Review	9780554028576	326	Chapter 13 Section 3 The Sociology of Religion, Item 5
			Instruction	9780554028576	343	Chapter 14 Section 2 Perspectives and Issues in American Sport, Sociological Perspectives on Sport
			Review	9780554028576	346	Chapter 14 Section 2 Perspectives and Issues in American Sport, Section Assessment, Item 3
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(B) describe stereotypes of various U.S. subcultures	(i) describe stereotypes of various U.S. subcultures	Instruction	9780554028576	239	Chapter 10 Section 2 Age and Disability, Ageism
			Review	9780554028576	242	Chapter 10 Section 2 Age and Disability, Section Review, Items 1, 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554028576	241–242	Chapter 10 Section 2 Age and Disability, Americans with Disabilities
			<b>Review</b>	9780554028576	242	Chapter 10 Section 2 Age and Disability, Section Review, Items 4, 8
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(C) analyze social problems in selected U.S. subcultures	(i) analyze social problems in selected U.S. subcultures	<b>Instruction</b>	9780554028576	124–125	Chapter 5 Section 3 Challenges of Adolescence, Teenage Drug Use
			<b>Review</b>	9780554028576	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 2, 5, 6
			<b>Instruction</b>	9780554028576	169–170	Chapter 7 Section 3 Crime, Types of Crime
			<b>Review</b>	9780554028576	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(D) examine counterculture movements and analyze their impact on society as a whole	(i) examine counterculture movements	<b>Instruction</b>	9780554028576	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			<b>Review</b>	9780554028576	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 4
			<b>Instruction</b>	9780554028576	330	Chapter 13 Section 4 Religion in American Society, Fundamentalism Christianity
			<b>Review</b>	9780554028576	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Item 6
(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	(D) examine counterculture movements and analyze their impact on society as a whole	(ii) analyze their impact on society as a whole	<b>Instruction</b>	9780554028576	40	Chapter 2 Section 2 Cultural Variation, Cultural Variations
			<b>Review</b>	9780554028576	42	Chapter 2 Section 2 Cultural Variation, Section Assessment, Item 4
			<b>Instruction</b>	9780554028576	330	Chapter 13 Section 4 Religion in American Society, Fundamentalism Christianity
			<b>Review</b>	9780554028576	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(A) define socialization and describe how the process of socialization is culturally determined	(i) define socialization	Instruction	9780554028576	95	Chapter 4 Section 2 The Social Self, The Development of Self
			Review	9780554028576	98	Chapter 4 Section 2 The Social Self, Section Assessment, Items 1, 8
			Instruction	9780554028576	97	Chapter 4 Section 2 The Social Self, Mead's Development of Self
			Review	9780554028576	106	Chapter 4 Review, Item 9
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(A) define socialization and describe how the process of socialization is culturally determined	(ii) describe how the process of socialization is culturally determined	Instruction	9780554028576	99	Chapter 4 Section 3 Agents of Socialization, Primary Agents
			Review	9780554028576	106	Chapter 4 Review, Item 3c
			Instruction	9780554028576	103	Chapter 4 Socialization Around the World
			Review	9780554028576	103	Chapter 4 Socialization Around the World, Thinking Critically
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(i) differentiate the agents of socialization	Instruction	9780554028576	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554028576	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 1-8
			Instruction	9780554028576	103	Chapter 4 Socialization Around the World
			Review	9780554028576	107	Chapter 4 Review, Item 19
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(ii) evaluate their functions	Instruction	9780554028576	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554028576	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 2-6, 8
			Instruction	9780554028576	103	Chapter 4 Socialization Around the World
			Review	9780554028576	107	Chapter 4 Review, Item 19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(B) differentiate the agents of socialization and evaluate their functions and roles	(iii) evaluate their roles	Instruction	9780554028576	99–102	Chapter 4 Section 3 Agents of Socialization
			Review	9780554028576	102	Chapter 4 Section 3 Agents of Socialization, Section Assessment, Items 2-6, 8
			Instruction	9780554028576	103	Chapter 4 Socialization Around the World
			Review	9780554028576	107	Chapter 4 Review, Item 19
(6) Individual and society. The student understands the process of socialization. The student is expected to:	(C) trace socialization as a lifelong process	(i) trace socialization as a lifelong process	Instruction	9780554028576	96	Chapter 4 Section 2 The Social Self, Mead's Development, Cooley: The Looking Glass Self
			Review	9780554028576	98	Chapter 4 Section 2 The Social Self, Section Assessment, Item 4
			Instruction	9780554028576	96–97	Chapter 4 Section 2 The Social Self, Mead: Role-Taking
			Review	9780554028576	98	Chapter 4 Section 2 The Social Self, Section Assessment, Items 3, 5
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(i) explain how education led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554028576	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554028576	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(ii) explain how exclusion from the labor force led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554028576	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554028576	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	(iii) explain how the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle	Instruction	9780554028576	111	Chapter 5 Section 1 Understanding Adolescence, The Concept of Adolescence
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 1
			Review	9780554028576	132	Chapter 5 Review, Item 1a
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(i) identify the five characteristics of adolescence [including] biological growth and development	Instruction	9780554028576	111–112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(ii) identify the five characteristics of adolescence [including] an undefined status	Instruction	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iii) identify the five characteristics of adolescence [including] increased decision making	<b>Instruction</b>	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(iv) identify the five characteristics of adolescence [including] increased pressures	<b>Instruction</b>	9780554028576	112–113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(v) identify the five characteristics of adolescence [including] the search for self	<b>Instruction</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(vi) interpret the five characteristics of adolescence [including] biological growth and development	<b>Instruction</b>	9780554028576	111–112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(vii) interpret the five characteristics of adolescence [including] an undefined status	<b>Instruction</b>	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			<b>Review</b>	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			<b>Review</b>	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(viii) interpret the five characteristics of adolescence [including] increased decision making	<b>Instruction</b>	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence

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			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(ix) interpret the five characteristics of adolescence [including] increased pressures	Instruction	9780554028576	112–113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self	(x) interpret the five characteristics of adolescence [including] the search for self	Instruction	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Characteristics of Adolescence
			Review	9780554028576	113	Chapter 5 Section 1 Understanding Adolescence, Section Assessment, Item 5
			Review	9780554028576	132	Chapter 5 Review, Item 1c
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(i) identify issues facing contemporary adolescents	Instruction	9780554028576	121–128	Chapter 5 Section 3 Challenges of Adolescence

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			Review	9780554028576	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 1-7
			Instruction	9780554028576	129	Chapter 5 Bullying
			Review	9780554028576	132	Chapter 5 Review, Item 3
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders	(ii) identify concerns facing contemporary adolescents	Instruction	9780554028576	121–128	Chapter 5 Section 3 Challenges of Adolescence
			Review	9780554028576	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Items 1-7
			Instruction	9780554028576	129	Chapter 5 Bullying
			Review	9780554028576	133	Chapter 5 Review, Items 15-17
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(D) identify and discuss the skills adolescents need to make responsible life choices	(i) identify the skills adolescents need to make responsible life choices	Instruction	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Using Refusal Skills
			Review	9780554028576	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Item 7
			Instruction	9780554028576	130–131	Chapter 5 Lab Creating a Drug Awareness Campaign
			Review	9780554028576	132	Chapter 5 Review Item 4
(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	(D) identify and discuss the skills adolescents need to make responsible life choices	(ii) discuss the skills adolescents need to make responsible life choices	Instruction	9780554028576	112	Chapter 5 Section 1 Understanding Adolescence, Using Refusal Skills
			Review	9780554028576	128	Chapter 5 Section 3 Challenges of Adolescence, Section Assessment, Item 7
			Instruction	9780554028576	130–131	Chapter 5 Lab Creating a Drug Awareness Campaign
			Review	9780554028576	132	Chapter 5 Review Item 4

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(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(A) identify the stages of adult development and compare the differences between male and female development	(i) identify the stages of adult development	Instruction	9780554028576	136–140	Chapter 6 Section 1 Early and Middle Adulthood
			Review	9780554028576	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Items 1-4
			Instruction	9780554028576	146–150	Chapter 6 Section 3 The Later Years
			Review	9780554028576	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 2, 7
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(A) identify the stages of adult development and compare the differences between male and female development	(ii) compare the differences between male and female development	Instruction	9780554028576	137–137	Chapter 6 Section 1 Early and Middle Adulthood, Adult Male Development
			Review	9780554028576	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Items 2, 3
			Instruction	9780554028576	139–140	Chapter 6 Section 1 Early and Middle Adulthood, Adult Female Development
			Review	9780554028576	140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Item 4
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States	(i) analyze the traditional roles of work	Instruction	9780554028576	142–143	Chapter 6 Section 2 The World of Work, The Labor Force
			Review	9780554028576	145	Chapter 6 Section 2 The World of Work, Section Assessment, Item 1
			Instruction	9780554028576	143	Chapter 6 Section 2 The World of Work, Major Categories of Occupations
			Review	9780554028576	145	Chapter 6 Section 2 The World of Work, Section Assessment, Item 2
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States	(ii) analyze how the composition of the labor force has changed in the United States	Instruction	9780554028576	144	Chapter 6 Section 2 The World of Work, The Changing Nature of Work

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			Review	9780554028576	145	Chapter 6 Section 2 The World of Work, Section Assessment, Items 5, 7, 8
			Review	9780554028576	154	Chapter 6 Review, Items 2b, 2c
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(i) analyze the characteristics of late adulthood	Instruction	9780554028576	147–150	Chapter 6 Section 3 The Later Years, Changes in Late Adulthood
			Review	9780554028576	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 4-7
			Instruction	9780554028576	150	Chapter 6 Section 3 The Later Years, Changes in, New Opportunities
			Review	9780554028576	150	Chapter 6 Section 3 The Later Years, Section Assessment, Item 8
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(ii) analyze the changes on the individual	Instruction	9780554028576	147–150	Chapter 6 Section 3 The Later Years, Changes in Late Adulthood
			Review	9780554028576	150	Chapter 6 Section 3 The Later Years, Section Assessment, Items 4-7
			Instruction	9780554028576	150	Chapter 6 Section 3 The Later Years, Changes in, New Opportunities
			Review	9780554028576	150	Chapter 6 Section 3 The Later Years, Section Assessment, Item 8
(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death	(iii) analyze the changes on society	Instruction	9780554028576	149	Chapter 6 Section 3 The Later Years, Statistically Speaking... Graph
			Review	9780554028576	154	Chapter 6 Review, Item 3c

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			<b>Instruction</b>	9780554028576	151	Chapter 6 Challenging Stereotypes about the Aging
			<b>Review</b>	9780554028576	154	Chapter 6 Review, Item 4
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives	(i) compare theories of deviance	<b>Instruction</b>	9780554028576	164–167	Chapter 7 Section 2 Deviance, Explaining Deviance
			<b>Review</b>	9780554028576	167	Chapter 7 Section 2 Deviance, Section Assessment, Items 6, 8
			<b>Instruction</b>	9780554028576	165	Chapter 7 Section 2 Deviance, Merton's Strain Theory of Deviance Chart
			<b>Review</b>	9780554028576	178	Chapter 7 Review, Item 4
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey	(i) interpret differences in crime rates by social categories, including cross-reference with the National Crime Victimization Survey	<b>Instruction</b>	9780554028576	169	Chapter 7 Section 3 Crime, Statistically Speaking Graphs
			<b>Review</b>	9780554028576	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5
			<b>Instruction</b>	9780554028576	171–172	
			<b>Review</b>	9780554028576	174	Chapter 7 Section 3 Crime: Section Assessment, Item 2
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey	(ii) interpret differences in arrest rates by social categories	<b>Instruction</b>	9780554028576	169	Chapter 7 Section 3 Crime, Statistically Speaking Graphs
			<b>Review</b>	9780554028576	174	Chapter 7 Section 3 Crime, Section Assessment, Item 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	(C) analyze the criminal justice system in the United States in relation to deviant behavior	(i) analyze the criminal justice system in the United States in relation to deviant behavior	Instruction	9780554028576	172–174	Chapter 7 Section 3 Crime, The Criminal Justice System
			Review	9780554028576	174	Chapter 7 Section 3 Crime, Section Assessment, Item 8
			Review	9780554028576	178	Chapter 7 Review Item 3b
(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	(i) analyze the characteristics of caste systems	Instruction	9780554028576	187	Chapter 8 Section 1 Systems of Stratification, Caste Systems
			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 4
			Instruction	9780554028576	191	Chapter 8 Social Stratification around the World
			Review	9780554028576	204	Chapter 8 Review, Item 1b
(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	(ii) analyze the characteristics of class systems	Instruction	9780554028576	188	Chapter 8 Section 1 Systems of Stratification, Class Systems
			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 2, 4, 5
			Instruction	9780554028576	192–196	Chapter 8 Section 2 The American Class System
			Review	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(iii) analyze the components of caste systems	Instruction	9780554028576	187	Chapter 8 Section 1 Systems of Stratification, Caste Systems



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			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Item 4
			Instruction	9780554028576	191	Chapter 8 Social Stratification around the World
			Review	9780554028576	204	Chapter 8 Review, Item 1b
(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	(iv) analyze the components of class systems	Instruction	9780554028576	188	Chapter 8 Section 1 Systems of Stratification, Class Systems
			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 2, 4, 5
			Instruction	9780554028576	192–196	Chapter 8 Section 2 The American Class System
			Review	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(v) analyze social mobility	Instruction	9780554028576	195–196	Chapter 8 Section 2 The American Class System, Social Mobility
			Review	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 3
			Review	9780554028576	204	Chapter 8 Review, Items 2b, 2c
(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	(vi) analyze how motivation affects each	Instruction	9780554028576	196	Chapter 8 Section 2 The American Class System, Social Mobility
			Review	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 4

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			<b>Instruction</b>	9780554028576	313	Chapter 13 Section 1 The Sociology of Education, Education and Socioeconomic Status
			<b>Review</b>	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(i) define poverty	<b>Instruction</b>	9780554028576	198	Chapter 8 Section 3 Poverty, Defining Poverty in America
			<b>Review</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 1
			<b>Instruction</b>	9780554028576	199	Chapter 8 Section 3 Poverty, Variations in American Poverty
			<b>Review</b>	9780554028576	204	Chapter 8 Review, Item 3a
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(ii) define its components	<b>Instruction</b>	9780554028576	198	Chapter 8 Section 3 Poverty, Defining Poverty in America
			<b>Review</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 1
			<b>Instruction</b>	9780554028576	199	Chapter 8 Section 3 Poverty, Variations in American Poverty
			<b>Review</b>	9780554028576	204	Chapter 8 Review, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iii) analyze poverty's impact on the individual	<b>Instruction</b>	9780554028576	200	Chapter 8 Section 3 Poverty, Effects of Poverty
			<b>Review</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Items 3, 6
			<b>Instruction</b>	9780554028576	202–203	Chapter 8 Simulation, Only What You Can Afford
			<b>Instruction</b>	9780554028576	204	Chapter 8 Review, Item 3c
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(B) define poverty and its components and analyze poverty's impact on the individual and society	(iv) analyze poverty's impact on society	<b>Instruction</b>	9780554028576	200	Chapter 8 Section 3 Poverty, Effects of Poverty
			<b>Review</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Items 3, 6

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			<b>Instruction</b>	9780554028576	200–201	Chapter 8 Section 3 Poverty, Government Responses to Poverty
			<b>Review</b>	9780554028576	204	Chapter 8 Review, Item 4
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(C) contrast theories of social stratification	(i) contrast theories of social stratification	<b>Instruction</b>	9780554028576	189–190	Chapter 8 Section 1 Systems of Stratification, Explaining Stratification
			<b>Review</b>	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 3, 7
			<b>Review</b>	9780554028576	205	Chapter 8 Review, Item 15
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(i) recognize global stratification	<b>Instruction</b>	9780554028576	420–422	Chapter 16 Section 5 Modernization, World System Theory
			<b>Assessment</b>	9780554028576	423	Section 5 Assessment, Items 4-6
			<b>Activity</b>	9780554028576	423	Section 5 Assessment, Item 7
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(ii) recognize inequality	<b>Instruction</b>	9780554028576	186–190	Chapter 8 Section 1 Systems of Stratification
			<b>Review</b>	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 1-7
			<b>Instruction</b>	9780554028576	192–196	Chapter 8 Section 2 The American Class System
			<b>Review</b>	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iii) examine global stratification	<b>Instruction</b>	9780554028576	420–422	Chapter 16 Section 5 Modernization, World System Theory
			<b>Assessment</b>	9780554028576	423	Section 5 Assessment, Items 4-6
			<b>Activity</b>	9780554028576	423	Section 5 Assessment, Item 7

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(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:	(D) recognize and examine global stratification and inequality	(iv) examine inequality	Instruction	9780554028576	186–190	Chapter 8 Section 1 Systems of Stratification
			Review	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Section Assessment, Items 1-7
			Instruction	9780554028576	192–196	Chapter 8 Section 2 The American Class System
			Review	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Items 1-7
(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	(i) define race	Instruction	9780554028576	209	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Race as Myth and Reality
			Review	9780554028576	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 1
			Instruction	9780554028576	210	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Quick Lab, Race and the U.S. Census
			Review	9780554028576	228	Chapter 9 Review, Items 1a, 1b, 5
(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	(ii) define ethnicity	Instruction	9780554028576	210	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Ethnicity
			Review	9780554028576	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 2
			Instruction	9780554028576	224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554028576	228	Chapter 9 Review, Items 1a, 6
(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	(iii) differentiate among the distinguishing characteristics of minority groups	Instruction	9780554028576	218–224	Chapter 9 Section 3 Minority Groups in the United States

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			Review	9780554028576	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 1-7
			Instruction	9780554028576	226–227	Chapter 9 Lab Introducing the Americans
			Review	9780554028576	228	Chapter 9 Review, Items 3a, 3b, 4
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(B) contrast the terms discrimination, prejudice, and bias	(i) contrast the terms discrimination, prejudice, and bias	Instruction	9780554028576	213–214	Chapter 9 Section 2 Patterns of Intergroup Relations, Discrimination and Prejudice
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Items 1, 4
			Instruction	9780554028576	214–215	Chapter 9 Section 2 Patterns of Intergroup Relations, Sources of Discrimination and Prejudice
			Review	9780554028576	228	Chapter 9 Review, Item 2c
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(C) discuss the ramifications of stereotyping	(i) discuss the ramifications of stereotyping	Instruction	9780554028576	213–214	Chapter 9 Section 2 Patterns of Intergroup Relations, Prejudice
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 2
			Instruction	9780554028576	225	Chapter 9 Being Arab American after the 9-11 Attacks
			Review	9780554028576	228	Chapter 9 Review, Item 2b
(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian	(i) analyze the varying treatment patterns of minority groups	Instruction	9780554028576	216–216	Chapter 9 Section 2 Patterns of Intergroup Relations, Patterns of Minority Group Treatment
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 7
			Instruction	9780554028576	218–224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554028576	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Items 1-7

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(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	(E) explain instances of institutional racism in American society	(i) explain instances of institutional racism in American society	Instruction	9780554028576	213	Chapter 9 Section 2 Patterns of Intergroup Relations, Discrimination
			Review	9780554028576	228	Chapter 9 Review, Item 13
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(i) analyze how gender roles affect the opportunities available to men in society	Instruction	9780554028576	233–235	Chapter 10 Section 1 Gender, Gender Roles and Identity
			Review	9780554028576	237	Chapter 10 Section 1 Gender, Section Assessment, Items 4, 6
			Instruction	9780554028576	236–237	Chapter 10 Section 1 Gender, Gender Inequality in the United States
			Review	9780554028576	252	Chapter 10 Review, Items 1a, 1b, 1c
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(A) analyze how gender roles affect the opportunities available to men and women in society	(ii) analyze how gender roles affect the opportunities available to women in society	Instruction	9780554028576	233–235	Chapter 10 Section 1 Gender, Gender Roles and Identity
			Review	9780554028576	237	Chapter 10 Section 1 Gender, Section Assessment, Items 1-7
			Instruction	9780554028576	235–237	Chapter 10 Section 1 Gender, Gender Inequality in the United States
			Review	9780554028576	252	Chapter 10 Review, Items 1a, 1b, 1c
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(B) analyze the effects of an aging society	(i) analyze the effects of an aging society	Instruction	9780554028576	239	Chapter 10 Section 2 Age and Disability, The Aging World
			Review	9780554028576	242	Chapter 10 Section 2 Age and Disability, Section Assessment, Items 2, 6
			Instruction	9780554028576	240–241	Chapter 10 Section 2 Age and Disability, The Politics of Aging
			Review	9780554028576	253	Chapter 10 Review, Item 19
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(C) compare the nature of health care in a global society	(i) compare the nature of health care in a global society	Instruction	9780554028576	369	Chapter 15 Case Study, Population and Urbanization
			Review	9780554028576	369	What do you think?, Item 1

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			Review	9780554028576	369	Using the Case Study, Item 3
(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	(D) evaluate the nature of health care in different segments of American society	(i) evaluate the nature of health care in different segments of American society	Instruction	9780554028576	244–246	Chapter 10 Section 3 Health, Health Care in the United States
			Review	9780554028576	249	Chapter 10 Section 3 Health, Section Assessment, Items 4, 6, 7
			Instruction	9780554028576	246–249	Chapter 10 Section 3 Health, Health Care Issues Today
			Review	9780554028576	252	Chapter 10 Review, Items 3a, 3b, 3c
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(i) define the functions of the family	Instruction	9780554028576	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			Review	9780554028576	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Items 1, 6
			Instruction	9780554028576	264–265	Chapter 11 Section 1 Family Systems and Functions, The Functions of the Family
			Review	9780554028576	278	Chapter 11 Review Item 1a
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(ii) define the rituals of the family	Instruction	9780554028576	260	Chapter 11 Section 1 Family Systems and Functions, Learning to Love a Perfect Stranger
			Review	9780554028576	270	Chapter 11 Section 2 Families in the United States, Section Assessment, Item 2
			Instruction	9780554028576	267	Chapter 11 Section 2 Families in the United States, Courtship and Marriage
			Review	9780554028576	278	Chapter 11 Review, Items 2c, 4
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(A) define the functions and rituals of the family and how the family has changed over time	(iii) define how the family has changed over time	Instruction	9780554028576	271–275	Chapter 11 Section 3 Recent Trends in Marriage and Family
			Review	9780554028576	275	Chapter 11 Section 3 Recent Trends in Marriage and Family; Section Assessment, Item 8

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			<b>Instruction</b>	9780554028576	276–277	Chapter 11 Lab Changes in Family Life in the Recent Past
			<b>Review</b>	9780554028576	278	Chapter 11 Review, Items 4, 17-19
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(B) define family systems and patterns	(i) define family systems	<b>Instruction</b>	9780554028576	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			<b>Review</b>	9780554028576	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Item 1
			<b>Instruction</b>	9780554028576	261	Chapter 11 Section 1 Family Systems and Functions, Family Systems box
			<b>Review</b>	9780554028576	278	Chapter 11 Review, Item 5
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(B) define family systems and patterns	(ii) define family patterns	<b>Instruction</b>	9780554028576	262–264	Chapter 11 Section 1 Family Systems and Functions, Marriage and Kinship Patterns
			<b>Review</b>	9780554028576	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Item 7
			<b>Instruction</b>	9780554028576	263	Chapter 11 Section 1 Family Systems and Functions, Marriage and Kinship Terms chart
			<b>Review</b>	9780554028576	278	Chapter 11 Review, Items 1b, 1c
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies	(i) analyze the trends in American society regarding family life	<b>Instruction</b>	9780554028576	271–275	Chapter 11 Section 3 Recent Trends in Marriage and Family
			<b>Review</b>	9780554028576	275	Chapter 11 Section 3 Recent Trends in Marriage and Family; Section Assessment, Item 8
			<b>Instruction</b>	9780554028576	276–277	Chapter 11 Lab Changes in Family Life in the Recent Past
			<b>Review</b>	9780554028576	278	Chapter 11 Review, Items 4, 17-19



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies	(ii) analyze the needs that the institution of family satisfies	Instruction	9780554028576	261–262	Chapter 11 Section 1 Family Systems and Functions, Family Systems
			Review	9780554028576	265	Chapter 11 Section 1 Family Systems and Functions, Section Assessment, Items 1, 6
			Instruction	9780554028576	264–265	Chapter 11 Section 1 Family Systems and Functions, The Functions of the Family
			Review	9780554028576	278	Chapter 11 Review Item 1a
(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	(D) analyze ways in which family life can be disrupted	(i) analyze ways in which family life can be disrupted	Instruction	9780554028576	268	Chapter 11 Section 2 Families in the United States, Family Violence
			Review	9780554028576	270	Chapter 11 Section 2 Families in the United States, Section Assessment, Items 5, 6, 8
			Instruction	9780554028576	269–270	Chapter 11 Section 2 Families in the United States, Divorce
			Review	9780554028576	278	Chapter 11 Review, Items 2a, 2b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(i) define the economic model of free enterprise	Instruction	9780554028576	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 5, 7
			Instruction	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Changes in Capitalism and Socialism
			Review	9780554028576	304	Chapter 12 Review, Item 7
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(ii) define the economic model of socialism	Instruction	9780554028576	285–286	Chapter 12 Section 1 The Economic Institution, Socialism

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 7
			Instruction	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Changes in Capitalism and Socialism
			Review	9780554028576	304	Chapter 12 Review, Item 8
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(iii) differentiate between the economic models of free enterprise and socialism	Instruction	9780554028576	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 7
			Instruction	9780554028576	285–286	Chapter 12 Section 1 The Economic Institution, Socialism
			Review	9780554028576	304	Chapter 12 Review, Item 1b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society	(iv) differentiate between how they impact society	Instruction	9780554028576	285	Chapter 12 Section 1 The Economic Institution, Capitalism
			Review	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Items 7
			Instruction	9780554028576	285–286	Chapter 12 Section 1 The Economic Institution, Socialism
			Review	9780554028576	304	Chapter 12 Review, Item 1b
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(i) define different types of government	Instruction	9780554028576	295–296	Chapter 12 Section 3 The Political Institution, Types of Government
			Review	9780554028576	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 7
			Review	9780554028576	304	Chapter 12 Review, Item s3b, 3c

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(ii) differentiate among different types of government	Instruction	9780554028576	295–296	Chapter 12 Section 3 The Political Institution, Types of Government
			Review	9780554028576	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 7
			Review	9780554028576	304	Chapter 12 Review, Item s3b, 3c
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iii) discuss the legitimacy of those in power	Instruction	9780554028576	293–295	Chapter 12 Section 3 The Political Institution, Legitimacy of Power
			Review	9780554028576	296	Chapter 12 Section 3 The Political Institution, Section Assessment, Item 2
			Review	9780554028576	304	Chapter 12 Review, Item 3a
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens	(iv) discuss the impact of each on its citizens	Instruction	9780554028576	295–296	Chapter 12 Section 3 The Political Institution, Types of Government, Item 7
			Review	9780554028576	296	Chapter 12 Section 3 The Political Institution, Section Assessment
			Review	9780554028576	304	Chapter 12 Review, Item s3b, 3c
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(i) trace the changes in ideas about citizenship	Instruction	9780554028576	223	Chapter 9 Section 3 Minority Groups in the United States, Native Americans
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	(C) trace the changes in ideas about citizenship and participation of different groups through time	(ii) trace the participation of different groups through time	Instruction	9780554028576	299–300	Chapter 12 Section 4 The United States Political System, Political Participation
			Review	9780554028576	304	Chapter 12 Review, Item 4c
			Instruction	9780554028576	300	Chapter 12 Section 4 The United States Political System, Political Participation, Statistically Speaking box
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(i) explain functionalist theories of education	Instruction	9780554028576	309–311	Chapter 13 Section 1 The Sociology of Education, The Functionalist Perspective on Education
			Review	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Item E
			Instruction	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			Review	9780554028576	334	Chapter 13 Review, Items 1a, 1c
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(ii) explain conflict theories of education	Instruction	9780554028576	311–314	Chapter 13 Section 1 The Sociology of Education, The Conflict Perspective on Education
			Review	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Items 3, 8
			Instruction	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			Review	9780554028576	334	Chapter 13 Review, Item 1a
(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:	(A) explain functionalist, conflict, and interactionist theories of education	(iii) explain interactionist theories of education	Instruction	9780554028576	314–315	Chapter 13 Section 1 The Sociology of Education, The Interactionist Perspective on Education
			Review	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Section Assessment, Items 3, 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554028576	315	Chapter 13 Section 1 The Sociology of Education, Perspectives on Education chart
			<b>Review</b>	9780554028576	334	Chapter 13 Review, Item 1a
(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	(i) argue some current issues in American education	<b>Instruction</b>	9780554028576	316–320	Chapter 13 Section 2 Issues in American Education
			<b>Review</b>	9780554028576	320	Chapter 13 Section 2 Issues in American Education, Section Assessment, Item 9
			<b>Instruction</b>	9780554028576	321	Chapter 13 Sociology in Today's World, Alternative Education
			<b>Review</b>	9780554028576	335	Chapter 13 Review, Item 23
(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	(ii) defend some current issues in American education	<b>Instruction</b>	9780554028576	316–320	Chapter 13 Section 2 Issues in American Education
			<b>Review</b>	9780554028576	320	Chapter 13 Section 2 Issues in American Education, Section Assessment, Item 9
			<b>Instruction</b>	9780554028576	321	Chapter 13 Sociology in Today's World, Alternative Education
			<b>Review</b>	9780554028576	335	Chapter 13 Review, Item 23
(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:	(C) examine religion from the sociological point of view	(i) examine religion from the sociological point of view	<b>Instruction</b>	9780554028576	332-323	Chapter 13 Section 3 The Sociology of Religion, Religion - a Sociological Definition
			<b>Review</b>	9780554028576	326	Chapter 13 Section 3 The Sociology of Religion, Section Assessment, Item 1
			<b>Instruction</b>	9780554028576	324–326	Chapter 13 Section 3 The Sociology of Religion, The Nature of Religion
			<b>Review</b>	9780554028576	334	Chapter 13 Review Item 3a
(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:	(D) analyze the functions of society and the basic societal needs that religion serves	(i) analyze the functions of society	<b>Instruction</b>	9780554028576	35	Chapter 2 Section 1 The Meaning of Culture, What Is Culture?
			<b>Review</b>	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Items 1-8

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			<b>Instruction</b>	9780554028576	62–66	Chapter 3 Section 3 Types of Societies
			<b>Review</b>	9780554028576	82	Chapter 3 Review, Items 3a, 3b
(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:	(D) analyze the functions of society and the basic societal needs that religion serves	(ii) analyze the basic societal needs that religion serves	<b>Instruction</b>	9780554028576	323–324	Chapter 13 Section 3 The Sociology of Religion, The Functions of Religion
			<b>Review</b>	9780554028576	326	Chapter 13 Section 3 The Sociology of Religion, Section Assessment, Items 1, 7
			<b>Instruction</b>	9780554028576	324–325	Chapter 13 Section 3 The Sociology of Religion, The Nature of Religion
			<b>Review</b>	9780554028576	334	Chapter 13 Review, Item 3a
(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:	(E) compare and contrast distinctive features of religion in the United States with religion in other societies	(i) compare and contrast distinctive features of religion in the United States with religion in other societies	<b>Instruction</b>	9780554028576	337–330	Chapter 13 Section 4 Religion in American Society
			<b>Review</b>	9780554028576	330	Chapter 13 Section 4 Religion in American Society, Section Assessment, Items 1-9
			<b>Instruction</b>	9780554028576	331	Chapter 13 Cultural Diversity and Sociology, Religious Diversity in the United States
			<b>Review</b>	9780554028576	334	Chapter 13 Review, Items 4a, 4b, 4c
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(i) identify factors that have contributed to the institutionalization of science	<b>Instruction</b>	9780554028576	21	Chapter 1 Section 4 Conducting Sociological Research, The Research Process
			<b>Review</b>	9780554028576	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(ii) explain the norms of scientific research	Instruction	9780554028576	21–27	Chapter 1 Section 4 Conducting Sociological Research
			Review	9780554028576	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment
			Instruction	9780554028576	28–29	Chapter 1 Lab, Who's at Your Table?
			Review	9780554028576	31	Chapter 1 Review, Items 4a, 4b
(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:	(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research	(iii) explain how these norms differ from the realities of scientific research	Instruction	9780554028576	27	Chapter 1 Section 4 Conducting Sociological Research, Ethical Issues in Research
			Review	9780554028576	27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 6
			Review	9780554028576	30	Chapter 1 Review, Item 4b
(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	(i) trace major developments in the history of mass media	Instruction	9780554028576	348–350	Chapter 14 Section 3 Mass Media as a Social Institution, The Institutionalization of Mass Media
			Review	9780554028576	352	Chapter 14 Section 3 Mass Media as a Social Institution, Section Assessment, Item 5
			Instruction	9780554028576	348–349	Chapter 14 Section 3 Mass Media as a Social Institution, Development of the Media timeline
			Review	9780554028576	362	Chapter 14 Review, Items 3a, 3c

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(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	(ii) identify the types of mass media in the United States	Instruction	9780554028576	350–352	Chapter 14 Section 3 Mass Media as a Social Institution, Mass Media in the United States
			Review	9780554028576	352	Chapter 14 Section 3 Mass Media as a Social Institution, Section Assessment
			Instruction	9780554028576	351	Chapter 14 Section 3 Mass Media as a Social Institution, Type of U.S. Media graphic box
			Review	9780554028576	362	Chapter 14 Review, Item 16
(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:	(C) explain the differences between the functionalist and conflict perspectives of mass media	(i) explain the differences between the functionalist and conflict perspectives of mass media	Instruction	9780554028576	352–355	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Sociological Perspectives on Mass Media
			Review	9780554028576	358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Section Assessment, Items 4, 6
			Instruction	9780554028576	355	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Perspectives on Mass Media box
			Review	9780554028576	362	Chapter 14 Review, Item 4a
(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:	(D) examine contemporary mass media issues	(i) examine contemporary mass media issues	Instruction	9780554028576	356–358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Contemporary Mass Media Issues
			Review	9780554028576	358	Chapter 14 Section 4 Perspectives and Issues in Mass Media, Section Assessment, Items 5, 7
			Instruction	9780554028576	359	Chapter 14 Sociology in Today's World, Video Games and Violence
			Review	9780554028576	363	Chapter 14 Review, Item 20
(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	(i) describe the study of demography	Instruction	9780554028576	371	Chapter 15 Section 1 Population, World Population Change
			Review	9780554028576	377	Chapter 15 Section 1 Population, Section Assessment, Item 1



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			<b>Instruction</b>	9780554028576	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Item 5
(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	(ii) describe the basic demographic concepts	<b>Instruction</b>	9780554028576	371–375	Chapter 15 Section 1 Population, World Population Change
			<b>Review</b>	9780554028576	377	Chapter 15 Section 1 Population, Section Assessment, Items 2, 6
			<b>Instruction</b>	9780554028576	377	Chapter 15 Section 1 Population, Controlling Population Growth
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Items 1b, 6
(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	(iii) describe changes in settlement patterns on society	<b>Instruction</b>	9780554028576	379–380	Chapter 15 Section 2 Urban Life, The Evolution of the City
			<b>Review</b>	9780554028576	381	Chapter 15 Section 2 Urban Life, Section Assessment, Items 2, 4, 7
			<b>Instruction</b>	9780554028576	381	Chapter 15 Cultural Diversity and Sociology, New York City's Ethnic Neighborhoods
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Item 2b
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(i) explain various theories of population growth	<b>Instruction</b>	9780554028576	375–375	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554028576	377	Chapter 15 Section 1 Population, Section Assessment, Items 3, 4
			<b>Instruction</b>	9780554028576	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Items 1a, 7
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(ii) critique various theories of population growth	<b>Instruction</b>	9780554028576	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554028576	377	Chapter 15 Section 1 Population, Section Assessment, Items 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Instruction</b>	9780554028576	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Items 1a
(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	(B) explain and critique various theories of population growth and its impact on society	(iii) explain [their] impact on society	<b>Instruction</b>	9780554028576	375–376	Chapter 15 Section 1 Population, Explaining Population Change
			<b>Review</b>	9780554028576	377	Chapter 15 Section 1 Population, Section Assessment, Items 3, 4
			<b>Instruction</b>	9780554028576	376	Chapter 15 Section 1 Population, The Demographic Transition graph
			<b>Review</b>	9780554028576	390	Chapter 15 Review, Items 1a, 7
(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	(i) compare and contrast various types of collective behavior	<b>Instruction</b>	9780554028576	394–401	Chapter 16 Section 1 Collective Behavior
			<b>Review</b>	9780554028576	402	Chapter 16 Section 1 Collective Behavior, Section Assessment, Item 2
			<b>Instruction</b>	9780554028576	399	Chapter 16 Section 1 Collective Behavior, Types of Collective Behavior chart
			<b>Review</b>	9780554028576	426	Chapter 16 Review, Item 1a
(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	(ii) compare and contrast various types of social movements	<b>Instruction</b>	9780554028576	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			<b>Review</b>	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
(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	(iii) compare and contrast how they affect society	<b>Instruction</b>	9780554028576	405	Chapter 16 Section 2 Social Movements, Types of Social Movements

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			Review	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554028576	405–406	Chapter 16 Section 2 Social Movements, Life Cycle of Social Movements
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(i) discuss theories that have been developed to explain collective behavior	Instruction	9780554028576	401–402	Chapter 16 Section 1 Collective Behavior, Explaining Collective Behavior
			Review	9780554028576	402	Chapter 16 Section 1 Collective Behavior, Section Assessment, Items 4, 6, 7
			Instruction	9780554028576	407–408	Chapter 16 Section 2 Social Movements, Explaining Social Movements
			Review	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Items 5, 7
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(B) discuss theories that have been developed to explain collective behavior and social movements	(ii) discuss theories that have been developed to explain social movements	Instruction	9780554028576	407–408	Chapter 16 Section 2 Social Movements, Explaining Social Movements
			Review	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Items 5, 7
				9780554028576	426	Chapter 16 Review, Items 2a, 2c
			Review			
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(i) illustrate three social processes that contribute to social change	Instruction	9780554028576	410–412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2-5, 7
			Instruction	9780554028576	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554028576	426	Chapter 16 Review, Item 3a

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(ii) discuss how technology cause[s] cultures to change	Instruction	9780554028576	410	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2, 5
			Instruction	9780554028576	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554028576	426	Chapter 16 Review, Item 3a
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(iii) discuss how population cause[s] cultures to change	Instruction	9780554028576	411	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	380	Chapter 15 Section 2 Urban Life, The Industrial City
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(iv) discuss how natural environment cause[s] cultures to change	Instruction	9780554028576	404	Chapter 16 Section 3 Social Change, Sociology Close Up
			Review	9780554028576	411-412	Chapter 16 Section 3 Social Change, Sources of Social Change

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(v) discuss how revolution cause[s] cultures to change	Instruction	9780554028576	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			Review	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554028576	417-418	Chapter 16 Section 4 Theories of Social Change, Conflict Theory
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(vi) discuss how war cause[s] cultures to change	Instruction	9780554028576	412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	412	Reading Check, Summarize
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(vii) evaluate how technology cause[s] cultures to change	Instruction	9780554028576	410	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	413	Chapter 16 Section 3 Social Change, Section Assessment, Items 2, 5
			Instruction	9780554028576	411	Chapter 16 Section 3 Social Change, Technology and Change box
			Review	9780554028576	426	Chapter 16 Review, Item 3a

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(viii) evaluate how population cause[s] cultures to change	Instruction	9780554028576	411	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review	9780554028576	380	Chapter 15 Section 2 Urban Life, The Industrial City
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(ix) evaluate how natural environment cause[s] cultures to change	Instruction	9780554028576	404	Chapter 16 Section 3 Social Change, Sociology Close Up
			Review	9780554028576	411-412	Chapter 16 Section 3 Social Change, Sources of Social Change
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(x) evaluate how revolution cause[s] cultures to change	Instruction	9780554028576	405	Chapter 16 Section 2 Social Movements, Types of Social Movements
			Review	9780554028576	408	Chapter 16 Section 2 Social Movements, Section Assessment, Item 4
			Instruction	9780554028576	417-418	Chapter 16 Section 4 Theories of Social Change, Conflict Theory

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	(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	(xi) evaluate how war cause[s] cultures to change	Instruction	9780554028576	412	Chapter 16 Section 3 Social Change, Sources of Social Change
			(Drop-down menu)			
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry	(i) create a product on a contemporary sociological issue or topic using critical methods of inquiry	Instruction	9780554028576	S14	Evaluating Information on the Internet
			Review	9780554028576	82	Chapter 3 Review, Internet Activity
			Instruction	9780554028576	S15	Synthesizing Information from Multiple Sources
			Review	9780554028576	132	Chapter 5 Review, Internet Activity
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze information by sequencing	Instruction	9780554028576	64–65	Chapter 3 Section 3 Types of Societies, The Transformation of Society timeline
			Review	9780554028576	66	Chapter 3 Section 3 Types of Societies, Section Assessment, Item 7
			Instruction	9780554028576	235	Chapter 10 Section 1 Gender, The Women's Movement timeline
			Review	9780554028576	237	Chapter 10 Section 1 Gender, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze information by categorizing	Instruction	9780554028576	91–93	Chapter 4 Section 1 Personality Development, Factors in Personality Development
			Review		94	Chapter 4 Section 1 Personality Development, Section Assessment, Item 5
			Instruction		163–164	Chapter 7 Section 2 Deviance, Social Functions of Deviance
			Review		167	Chapter 7 Section 2 Deviance, Section Assessment, Item 7
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze information by identifying cause-and-effect relationships	Instruction	9780554028576	289–291	Chapter 12 Section 2 The United States Economy, Recent Developments
			Review		291	Chapter 12 Section 2 The United States Economy, Section Assessment, Item 7
			Instruction		410–412	Chapter 16 Section 3 Social Change, Sources of Social Change
			Review		413	Chapter 16 Section 3 Social Change, Section Assessment, Item 6



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze information by comparing	Instruction	9780554028576	24–27	Chapter 1 Section 4 Conducting Sociological Research, Basic Research Methods
			Review		27	Chapter 1 Section 4 Conducting Sociological Research, Section Assessment, Item 7
			Instruction		118–120	Chapter 5 Section 2 Teenagers and Dating, Dating Patterns
			Review		120	Chapter 5 Section 2 Teenagers and Dating, Section Assessment, Item 4
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze information by contrasting	Instruction	9780554028576	137–140	Chapter 6 Section 1 Early and Middle Adulthood
			Review		140	Chapter 6 Section 1 Early and Middle Adulthood, Section Assessment, Item 7
			Instruction		171–172	Chapter 7 Section 3 Crime, Crime Statistics
			Review		174	Chapter 7 Section 3 Crime, Section Assessment, Item 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze information by finding the main idea	<b>Instruction</b>	9780554028576	S1	Skills Handbook, Identifying Main Idea and Details
			<b>Review</b>	9780554028576	196	Chapter 8 Section 2 The American Class System, Section Assessment, Item 3
			<b>Instruction</b>	9780554028576	190	Chapter 8 Section 1 Systems of Stratification, Reading Check
			<b>Review</b>	9780554028576	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment Item 1
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze information by summarizing	<b>Instruction</b>	9780554028576	189	Chapter 8 Section 1 Systems of Stratification, Reading Check
			<b>Review</b>	9780554028576	211	Chapter 9 Section 1 Race, Ethnicity, and the Social Structure, Section Assessment, Item 6
			<b>Instruction</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Reading Check
			<b>Review</b>	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze information by making generalizations and predictions	Instruction	9780554028576	201	Chapter 8 Section 3 Poverty, Government Responses to Poverty
			Review	9780554028576	201	Chapter 8 Section 3 Poverty, Section Assessment, Item 5
			Instruction	9780554028576	220–224	Chapter 9 Section 3 Minority Groups in the United States
			Review	9780554028576	224	Chapter 9 Section 3 Minority Groups in the United States, Section Assessment, Item 5
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze information by drawing inferences and conclusions	Instruction	9780554028576	S4	Skills Handbook, Drawing Conclusions
			Review	9780554028576	217	Chapter 9 Section 2 Patterns of Intergroup Relations, Section Assessment, Item 5
			Instruction	9780554028576	199	Chapter 8 Section 3 Poverty, Reading Check
			Review	9780554028576	228	Chapter 9 Review, Item 3b
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) use appropriate mathematical skills to interpret sociological information	(i) use appropriate mathematical skills to interpret sociological information	Instruction	9780554028576	S5	Skills Handbook, Interpreting Line and Bar Graphs
			Review	9780554028576	279	Chapter 11 Review, Items 17-19
			Instruction	9780554028576	S6	Skills Handbook, Interpreting Pie Graphs

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780554028576	229	Chapter 9 Review, Items 16-18
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use sociology-related terminology correctly	(i) use sociology-related terminology correctly	Instruction	9780554028576	283	Chapter 12 Section 1 The Economic Institution, Economic Systems
			Review	9780554028576	286	Chapter 12 Section 1 The Economic Institution, Section Assessment, Item 2
			Instruction	9780554028576	240	Chapter 14 Section 1 Sport as a Social Institution, The Institutionalization of Sport
			Review	9780554028576	341	Chapter 14 Section 1 Sport as a Social Institution, Section Assessment, Item 2
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780554028576	31	Chapter 1 Review, Writing for Sociology
			Review	9780554028576	51	Chapter 2 Review, Writing for Sociology
			Instruction	9780554028576	83	Chapter 3 Review, Writing for Sociology
			Review	9780554028576	107	Chapter 4 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling	Instruction	9780554028576	133	Chapter 5 Review, Writing for Sociology
			Review	9780554028576	155	Chapter 6 Review, Writing for Sociology
			Instruction	9780554028576	179	Chapter 7 Review, Writing for Sociology
			Review	9780554028576	205	Chapter 8 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure	Instruction	9780554028576	229	Chapter 9 Review, Writing for Sociology
			Review	9780554028576	253	Chapter 10 Review, Writing for Sociology
			Instruction	9780554028576	279	Chapter 11 Review, Writing for Sociology

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			<b>Review</b>	9780554028576	305	Chapter 12 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	<b>Instruction</b>	9780554028576	335	Chapter 13 Review, Writing for Sociology
			<b>Review</b>	9780554028576	363	Chapter 14 Review, Writing for Sociology
			<b>Instruction</b>	9780554028576	391	Chapter 15 Review, Writing for Sociology
			<b>Review</b>	9780554028576	427	Chapter 16 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	<b>Instruction</b>	9780554028576	45	Chapter 2 Section 3 The American Value System, American Values Chart
			<b>Review</b>	9780554028576	47	Chapter 2 Section 3 The American Value System, Section Assessment, Item 5
			<b>Instruction</b>	9780554028576	97	Chapter 4 Section 2 The Social Self, Meads Development of Self chart
			<b>Review</b>	9780554028576	98	Chapter 4 Section 2 The Social Self, Section Assessment, Item 6
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate	<b>Instruction</b>	9780554028576	S6	Skills Handbook, Interpreting Pie Graphs
			<b>Review</b>	9780554028576	154	Chapter 6 Review, Item 4
			<b>Instruction</b>	9780554028576	101	Chapter 4 Section 3 Agents of Socialization, Statistically Speaking chart
			<b>Review</b>	9780554028576	133	Chapter 5 Review, Items 15-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information	Instruction	9780554028576	229	Chapter 9 Review, Writing for Sociology
			Review	9780554028576	253	Chapter 10 Review, Writing for Sociology
			Instruction	9780554028576	279	Chapter 11 Review, Writing for Sociology
			Instruction	9780554028576	305	Chapter 12 Review, Writing for Sociology
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information	Instruction	9780554028576	360–361	Chapter 14 Lab, Promoting a Class on Sport and Mass Media
			Review	9780554028576	82	Chapter 3 Review, Item 17
			Instruction	9780554028576	130–131	Chapter 5 Lab, Creating a Drug Awareness Campaign
			Review	9780554028576	424–425	Chapter 16 Simulation, Creating a Social Movement
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information	Instruction	9780554028576	30	Chapter 1 Review, Item 5
			Review	9780554028576	252	Chapter 10 Review, Item 4
			Instruction	9780554028576	304	Chapter 12 Review, Item 16
			Review	9780554028576	362	Chapter 14 Review, Item 5
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	Instruction	9780554028576	129	Chapter 5 Sociology in Today's World, Bullying, Thinking Critically, Item 2
			Review	9780554028576	108–109	Chapter 5 Case Study, What do you think? Item 2
			Instruction	9780554028576	172	Chapter 7 Section 3 Crime, Technology Focus
			Review	9780554028576	184–185	Chapter 8 Case Study, What do you think? Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	Instruction	9780554028576	152–153	Chapter 6 Simulation, Trading Places: Becoming Your Parent's Parent
			Review	9780554028576	88–89	Chapter 4 Case Study, What do you think? Item 2
			Instruction	9780554028576	202–203	Chapter 8 Simulation, Only What You Can Afford
			Review	9780554028576	336–337	Chapter 14 Case Study, What do you think? Item 2
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(i) participate in conflict resolution using persuasion	Instruction	9780554028576	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554028576	61	Chapter 3, Section 2, Assessment
			Review	9780554028576	82	Chapter 3 Review, Sociology in Your Life
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(ii) participate in conflict resolution using compromise	Instruction	9780554028576	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554028576	61	Chapter 3, Section 2, Assessment
			Review	9780554028576	82	Chapter 3 Review, Sociology in Your Life
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iii) participate in conflict resolution using debate	Instruction	9780554028576	58–61	Chapter 3, Section 2, Types of Social Interaction
			Review	9780554028576	61	Chapter 3, Section 2, Assessment
			Review		82	Chapter 3 Review, Sociology in Your Life

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iv) participate in conflict resolution using negotiation	<b>Instruction</b>	9780554028576	58–61	Chapter 3, Section 2, Types of Social Interaction
			<b>Review</b>	9780554028576	61	Chapter 3, Section 2, Assessment
			<b>Review</b>	9780554028576	82	Chapter 3 Review, Sociology in Your Life