

Glencoe/McGraw-Hill

Sociology and You ©2003

correlated to

**Alabama Course of Study
Grades 9-12
Sociology**

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**ALABAMA
COURSE OF STUDY FOR SOCIOLOGY**

COMPETENCY	PAGE REFERENCES
Students will:	
1. Describe the development of sociology as a social science field of study.	
<ul style="list-style-type: none"> • Identifying important figures in the field of sociology 	SE: 14–19, 22, 30–31, 78–79, 111, 160–161, 192–193, 210–211, 287, 313–314, 378 TWE: 14–19, 22, 30–31, 78–79, 111, 160–161, 192–193, 210–211, 287, 313–314, 378
<ul style="list-style-type: none"> • Identifying characteristics of sociology 	SE: 5–11, 14–19, 22, 23–27, 30–31, 35, 72–75, 110–114, 140–143 TWE: 5–11, 14–19, 22, 23–27, 30–31, 35, 72–75, 110–114, 140–143
2. Identify the methods and tools of research used by sociologists.	
	SE: 37–41, 42–45, 50–54, 58–61, 66–67, 144, 188–189, 298–299, 376–377, 414–415, 558, 576–577 TWE: 37–41, 42–45, 50–54, 58–61, 66–67, 144, 188–189, 298–299, 376–377, 414–415, 558, 576–577
3. Describe how values and norms influence individual behavior.	
<ul style="list-style-type: none"> • Comparing ways in which cultures differ, change, and resist change 	SE: 25, 78–80, 81–85, 89–90, 92–95, 98–102, 106–107, 210, 471–472, 568–572, 578 TWE: 25, 78–80, 81–85, 89–90, 92–95, 98–102, 106–107, 210, 471–472, 568–572, 578
<ul style="list-style-type: none"> • Comparing the use of various symbols within and across societies 	SE: 29–31, 77–79, 83, 92–93, 249, 462–464, 466–472, 479, 505 TWE: 29–31, 77–79, 83, 92–93, 249, 462–464, 466–472, 479, 505

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4. Identify antisocial behaviors.	
<ul style="list-style-type: none"> • Contrasting violent crime, property crime, and victimless crime with white-collar crime 	SE: 106–107, 180, 208, 218–221, 224–228, 285, 367–369, 500, 505–506, 558 TWE: 106–107, 180, 208, 218–221, 224–228, 285, 367–369, 500, 505–506, 558
<ul style="list-style-type: none"> • Comparing methods for dealing with antisocial behavior 	The opportunity to address this objective is available. See the following: SE: 9–11, 73–75, 94, 180, 204–205, 211–213, 218–221, 376–377 TWE: 9–11, 73–75, 94, 180, 204–205, 211–213, 218–221, 376–377
5. Describe how environment and genetics affect personality.	SE: 73–75, 109–110, 114–119, 121–125, 128–129, 132, 174, 184, 212, 357, 409–413 TWE: 73–75, 109–110, 114–119, 121–125, 128–129, 132, 174, 184, 212, 357, 409–413
6. Identify stages of development across the life cycle.	
<ul style="list-style-type: none"> • Describing the value of birth cohorts as a research device 	The opportunity to address this objective is available. See the following: SE: 38–43, 45, 66–67, 112, 130–131, 144–145, 373, 530–533, 547 TWE: 38–43, 45, 66–67, 112, 130–131, 144–145, 373, 530–533, 547
7. Describe the types and characteristics of groups.	
<ul style="list-style-type: none"> • Explaining the significance of a social class 	SE: 16, 154, 157, 160, 242–245, 253–258, 259–263, 359, 400–407, 487, 507, 555 TWE: 16, 154, 157, 160, 242–245, 253–258, 259–263, 359, 400–407, 487, 507, 555

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<ul style="list-style-type: none"> • Identifying the importance of group dynamics 	SE: 9–10, 171–175, 177–179, 181–186, 188–189, 190–196, 581–582, 586–589, 591 TWE: 9–10, 171–175, 177–179, 181–186, 188–189, 190–196, 581–582, 586–589, 591
<ul style="list-style-type: none"> • Identifying differences between the terms <i>race</i> and <i>ethnicity</i> 	SE: 22, 74, 82, 90, 98, 100, 276–278, 281–282, 284–285, 298–299, 306, 514–515 TWE: 22, 74, 82, 90, 98, 100, 276–278, 281–282, 284–285, 298–299, 306, 514–515
8. Describe the structure and function of the family unit.	
<ul style="list-style-type: none"> • Comparing traditional, extended, nuclear, single-parent, and blended families 	SE: 348–356, 363–364, 366, 371–374, 378–379 TWE: 348–356, 363–364, 366, 371–374, 378–379
<ul style="list-style-type: none"> • Identifying problems facing families 	SE: 124–127, 149, 152, 180, 203, 331, 364–366, 367–369, 374–375, 476 TWE: 124–127, 149, 152, 180, 203, 331, 364–366, 367–369, 374–375, 476
9. Identify the need for and purpose of social systems and institutions.	
<ul style="list-style-type: none"> • Describing the origins and beliefs of various religions 	SE: 464–466, 470, 476–477, 479–480, 481–488 TWE: 464–466, 470, 476–477, 479–480, 481–488
10. Describe social movement and social change.	
<ul style="list-style-type: none"> • Comparing various forms of collective behavior 	SE: 9–10, 222–223, 558, 581–583, 586–589, 591–596 TWE: 9–10, 222–223, 558, 581–583, 586–589, 591–596

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<ul style="list-style-type: none"> • Identifying major social issues facing modern society 	<p>SE: 164, 228, 244–245, 256, 259–262, 295–296, 300, 333, 336, 460–461, 466, 574</p> <p>TWE: 164, 228, 244–245, 256, 259–262, 295–296, 300, 333, 336, 460–461, 466, 574</p>
<ul style="list-style-type: none"> • Contrasting the impact of the Civil Rights Movement, the Women’s Movement, the Gun Rights Movement, and the Environmental Movement in the United States 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 15, 260–261, 309, 322–326, 329, 360, 411–413, 556–560, 572–573, 591–596</p> <p>TWE: 15, 260–261, 309, 322–326, 329, 360, 411–413, 556–560, 572–573, 591–596</p>
11. Contrast population patterns using the birth rate, death rate, migration rate, and dependency rate.	
<ul style="list-style-type: none"> • Identifying the impact of urbanization 	<p>SE: 159–160, 548–549, 550–554, 556–560, 580</p> <p>TWE: 159–160, 548–549, 550–554, 556–560, 580</p>
<ul style="list-style-type: none"> • Describing the depletion of natural resources 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 174, 572–574</p> <p>TWE: 174, 572–574</p>
<ul style="list-style-type: none"> • Projecting future population patterns 	<p>SE: 39, 282, 432, 529–532, 534, 536–538, 539–544, 545–547, 572</p> <p>TWE: 39, 282, 432, 529–532, 534, 536–538, 539–544, 545–547, 572</p>

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