

Grade ELECTIVE SOCIOLOGY Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>1. Describe the development of sociology as a social science field of study.</p> <ul style="list-style-type: none"> <li>Identifying important figures in the field of sociology, including Karl Marx, émile Durkheim, Max Weber, George Herbert Mead, and W. E. B. Du Bois</li> <li>Identifying characteristics of sociology, including functional integration, power, social action, social structure, and culture</li> </ul>	<p>Elective Sociology HS.SOC.1</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Discuss influential researchers and figures in sociology.</li> <li>Describe major ideas studied by sociologists.</li> <li>Differentiate sociology from other social sciences.</li> </ul>	<ul style="list-style-type: none"> <li>sociology</li> <li>functional integration</li> <li>power</li> <li>social action</li> <li>social structure</li> <li>culture</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Basic concepts in sociology. Influential sociologists throughout history, including Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, and WEB DuBois.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast sociological concepts.</li> <li>Trace the historical development of sociology as a social science.</li> </ul>	<p>Students understand that:</p> <p>There are different concepts in sociology, such as functional integration, power, social action, social structure, and culture.</p>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
<p>2. Explain methods and tools of research used by sociologists to study human society, including surveys, polls, statistics, demographic information, case studies, participant observations, and program evaluations.</p> <ul style="list-style-type: none"> <li>Differentiating between</li> </ul>	<p>Elective Sociology HS.SOC.2</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the different research methods used by sociologists.</li> <li>Differentiate between qualitative and quantitative</li> </ul>	<ul style="list-style-type: none"> <li>surveys</li> <li>polls</li> <li>statistics</li> <li>demographic information</li> <li>case studies</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The methods for collecting qualitative and quantitative data.</li> <li>How sociologists use the scientific method</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Conduct quantitative and qualitative research demonstrations</li> <li>Describe different research</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>It is important to use scientific methodology to study sociological phenomena.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>qualitative and quantitative research methods</p>		<p>research methodologies.</p>	<ul style="list-style-type: none"> <li>participant observations</li> <li>program evaluations</li> <li>qualitative research</li> <li>quantitative research</li> </ul>	<p>differently and similarly to other social scientists.</p> <ul style="list-style-type: none"> <li>How to calculate and interpret simple statistics related to sociological research methodologies.</li> </ul>	<p>methodologies used by sociologists.</p> <ul style="list-style-type: none"> <li>Compute simple statistical calculations using data collected in ways that mirror methods used by sociologists.</li> </ul>	<ul style="list-style-type: none"> <li>There are specific steps for collecting and interpreting data using qualitative and quantitative research methods.</li> <li>There are differences between qualitative and quantitative research methods.</li> </ul>	
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<p><b>3. Describe how values and norms influence individual behavior.</b></p> <ul style="list-style-type: none"> <li>Comparing ways in which cultures differ, change, and resist change, including countercultures, subcultures, and ethnocentric beliefs</li> <li>Comparing the use of various symbols within and across</li> </ul>	<p>Elective Sociology HS.SOC.3</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Evaluate how values and norms influence behavior.</li> <li>Analyze how change affects culture.</li> <li>Analyze symbols prevalent in various cultures.</li> <li>Explain the concepts and significance of socialization</li> </ul>	<ul style="list-style-type: none"> <li>values</li> <li>norms</li> <li>culture</li> <li>social change</li> <li>counterculture</li> <li>subcultures</li> <li>ethnocentrism</li> <li>gestures</li> <li>social symbols</li> <li>socialization</li> <li>family</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The meaning of values and norms.</li> <li>The processes of socialization.</li> <li>The dynamics of culture and social change.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze the dynamics of culture change.</li> <li>Explain the processes of socialization considering the multiple factors involved.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Socialization works in various cultures and contexts.</li> <li>Social change works in various cultures and contexts.</li> <li>Norms and values work to influence individual and</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p>societies Examples: objects, gestures, sounds, images</p> <ul style="list-style-type: none"> <li>Explaining the significance of socialization in human development</li> <li>Illustrating key concepts of socialization, including self-concept, looking-glass self, significant others, and role-taking</li> <li>Determining the role of family, school, peer groups, and the media in socializing young people</li> <li>Explaining the process of socialization in adulthood</li> </ul>		<p>practices in various cultures.</p> <ul style="list-style-type: none"> <li>Analyze how family, peer group, social institutions, and the media factor into socialization practices.</li> <li>Differentiate how children and adults are socialized.</li> </ul>	<ul style="list-style-type: none"> <li>peer groups</li> <li>social institutions</li> <li>media</li> <li>self-concept</li> <li>looking-glass self</li> <li>significant others</li> <li>role-taking</li> </ul>			<p>group behavior.</p>	
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<p>4. Identify antisocial behaviors, including social deviance, addiction, terrorism, anomie, and related arguments for the strain</p>	<p>Elective Sociology HS.SOC.4</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Differentiate antisocial behaviors from</li> </ul>	<ul style="list-style-type: none"> <li>antisocial behavior</li> <li>social deviance</li> <li>addiction</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The differences between antisocial and</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Identify antisocial behavior.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are factors that lead to</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p>
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<p>theory and the conflict theory.</p> <ul style="list-style-type: none"> <li>Contrasting violent crime, property crime, and victimless crime with white-collar crime</li> <li>Comparing methods for dealing with antisocial behavior, including imprisonment, restitution, community service, rehabilitation, education, and therapy</li> </ul>		<p>asocial behavior.</p> <ul style="list-style-type: none"> <li>Discuss the factors that lead to social deviance.</li> <li>Describe the characteristics of addictive behaviors.</li> <li>Analyze factors that lead to terrorism.</li> <li>Understand anomie.</li> <li>Differentiate between strain theory and conflict theory.</li> <li>Analyze factors that lead to crime.</li> <li>Differentiate among types of crime.</li> <li>Evaluate the effectiveness of methods used to deal with crime and criminal behavior by societies.</li> </ul>	<ul style="list-style-type: none"> <li>terrorism</li> <li>anomie</li> <li>strain theory</li> <li>conflict theory</li> <li>crime</li> <li>violent crime</li> <li>victimless crime</li> <li>white-collar crime</li> <li>property crime</li> <li>imprisonment</li> <li>restitution</li> <li>community service</li> <li>rehabilitation</li> <li>education</li> <li>therapy</li> </ul>	<p>asocial behavior.</p> <ul style="list-style-type: none"> <li>Examples of social deviance, terrorism, addiction, and anomie.</li> <li>Examples of crime and criminal behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Identify factors that lead to social deviance, terrorism, addiction, and anomie.</li> <li>Differentiate between strain theory and conflict theory.</li> <li>Analyze factors that lead to crime and criminal behavior.</li> <li>Evaluate effective methods for dealing with crime and criminal behavior.</li> </ul>	<p>antisocial behavior.</p> <ul style="list-style-type: none"> <li>There are factors that lead to crime.</li> <li>There are ways in which society deals with crime and criminal behavior.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p><b>5. Describe how environment and genetics affect personality, including self-concept and temperament.</b></p>	<p>Elective Sociology HS.SOC.5</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the interaction effects of genetics and environment on behavior.</li> <li>Describe how genetics and environment interact to influence a specific behavior such as self-concept or temperament.</li> </ul>	<ul style="list-style-type: none"> <li>gene</li> <li>chromosome</li> <li>DNA</li> <li>heritability</li> <li>environment</li> <li>twin studies</li> <li>adoption studies</li> <li>temperament</li> <li>self-concept</li> <li>evolution</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Basic principles and concepts of genetic inheritance.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe interaction effects of genetics and environment on behavior.</li> <li>Explain the processes of genetic inheritance.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Genetics and environment interact to influence behavior.</li> <li>There are basic principles of genetic inheritance.</li> <li>There are research methods that explore variables of the relative influence of genetics and inheritance.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
<p><b>6. Identify stages of development across the life cycle, including birth, childhood, adolescence, adulthood, parenthood, middle age, and late adulthood.</b></p> <ul style="list-style-type: none"> <li>Describing the value of birth cohorts as a research device</li> </ul>	<p>Elective Sociology HS.SOC.6</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe different stages of development across the lifespan.</li> <li>Evaluate the relative influence of culture on development across the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>infancy</li> <li>childhood</li> <li>adolescence</li> <li>adulthood</li> <li>middle adulthood</li> <li>late adulthood</li> <li>parenthood</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Stages of the lifespan.</li> <li>Basics of research methodology.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Define each stage of development.</li> <li>Identify various theorists' perspectives on stages of development throughout the lifespan.</li> <li>Apply different research</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There is a progression of development from birth to death.</li> <li>Culture and genetics influence development .</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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		<ul style="list-style-type: none"> <li>Discuss issues affecting each stage of development across the lifespan.</li> </ul>			<p>strategies for assessing developmental progress.</p>	<ul style="list-style-type: none"> <li>There are specific ways in which sociologists study development.</li> </ul>	
<p><b>7. Describe types and characteristics of groups.</b></p> <ul style="list-style-type: none"> <li>Explaining the relationship between social stratification and social class, including status ascription versus achievement, intergenerational social mobility, and structural occupational change</li> <li>Relating the importance of group dynamics, including size, leadership, decision making, and gender roles</li> <li>Distinguishing between the terms, <i>race</i> and <i>ethnicity</i> and</li> </ul>	<p>Elective Sociology HS.SOC.7</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe types and characteristics of groups.</li> <li>Explain the relationship between social stratification and social class.</li> <li>Analyze the importance of group dynamics.</li> <li>Differentiate among the terms race, ethnicity, discrimination, and prejudice.</li> <li>Evaluate the effect of social inequalities based on gender and age.</li> </ul>	<ul style="list-style-type: none"> <li>groups</li> <li>social stratification</li> <li>social class</li> <li>status ascription</li> <li>achievement</li> <li>intergenerational social mobility</li> <li>structural occupational change</li> <li>group dynamics</li> <li>gender roles</li> <li>race</li> <li>ethnicity</li> <li>discrimination</li> <li>prejudice</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The characteristics of groups.</li> <li>Behaviors that lead to prejudice and discrimination.</li> <li>The existence of social inequalities.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Differentiate among dynamics that influence group behavior.</li> <li>Differentiate among factors that lead to social inequalities.</li> <li>Identify factors that lead to discrimination and prejudice.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are factors that influence group behavior.</li> <li>There is a relationship between social stratification and social class.</li> <li>There are specific types and characteristics of groups.</li> <li>There are differences among terms related to race, ethnicity, prejudice and discrimination.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p><i>prejudice and discrimination</i></p> <ul style="list-style-type: none"> <li>Describing social inequalities experienced as related to gender and age</li> </ul>			<ul style="list-style-type: none"> <li>social inequalities</li> <li>gender</li> <li>age</li> </ul>			<ul style="list-style-type: none"> <li>There are effects of social inequalities related to gender and age.</li> </ul>	
<p>8. Describe the structure and function of the family unit, including traditional, extended, nuclear, single-parent, and blended families involving the roles of parent, child, and spouse.</p> <ul style="list-style-type: none"> <li>Identifying problems facing families, including abuse, divorce, teen pregnancy, poverty, addiction, family violence, and care of elderly family members</li> </ul>	<p>Elective Sociology HS.SOC.8</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Differentiate among types of families.</li> <li>Describe different types of families. Identify problems facing families.</li> </ul>	<ul style="list-style-type: none"> <li>family</li> <li>traditional family</li> <li>extended family</li> <li>nuclear family</li> <li>single-parent family</li> <li>blended family</li> <li>parent</li> <li>child</li> <li>spouse</li> <li>abuse</li> <li>divorce</li> <li>teen pregnancy</li> <li>poverty</li> <li>addiction</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Many different types of families exist.</li> <li>There are many different types of problems facing families.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Discussing the factors that affect families.</li> <li>Differentiate among types of families.</li> <li>Debate causes and effects of common problems affecting families.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are factors that affect families.</li> <li>There are different types of families.</li> <li>There are many causes and effects of common problems that affect families.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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			<ul style="list-style-type: none"> <li>family violence</li> <li>elder care</li> </ul>				
<p><b>9. Explain the purpose of social systems and institutions, including schools, churches, voluntary associations, and governments.</b></p> <ul style="list-style-type: none"> <li>Describing origins and beliefs of various religions</li> <li>Distinguishing among the concepts of power, coercion, and authority</li> <li>Comparing charismatic, traditional, and rational-legal authority</li> </ul>	<p>Elective Sociology HS.SOC.9</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze the purpose of social systems and institutions.</li> <li>Differentiate among the origins and beliefs of various religions.</li> <li>Distinguish among the concepts of power, coercion, and authority.</li> <li>Compare different types of authority.</li> </ul>	<ul style="list-style-type: none"> <li>social systems</li> <li>social institutions</li> <li>schools</li> <li>churches</li> <li>voluntary associations</li> <li>governments</li> <li>power</li> <li>coercion</li> <li>authority</li> <li>charismatic authority</li> <li>traditional authority</li> <li>rational-legal authority</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The different types of social systems and institutions.</li> <li>The many different religious traditions.</li> <li>The definitions of power, coercion and authority.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Discussing the purpose of social institutions.</li> <li>Demonstrating understanding of various religious traditions.</li> <li>Distinguishing among types of power and authority.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are important but different social institutions.</li> <li>There are many impacts of different social institutions.</li> <li>There are many different origins and beliefs of different religious traditions.</li> <li>There can be specific impacts of power, coercion, and authority.</li> <li>There are many different types of authority.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p><b>10. Describe social movement and social change.</b></p> <ul style="list-style-type: none"> <li>Comparing various forms of collective behavior, including mobs, riots, fads, and crowds</li> <li>Identifying major ethical and social issues facing modern society Examples: technological, governmental, medical</li> <li>Explaining the impact of the modern Civil Rights Movement, the women's movement, the gun rights movement, the green movement, and other minority movements in the United States</li> </ul>	<p>Elective Sociology HS.SOC.10</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Describe the impact of different social movements throughout history.</li> <li>Compare various forms of collective behavior.</li> <li>Analyze the causes and effects of ethical and social issues facing modern society.</li> </ul>	<ul style="list-style-type: none"> <li>social movement</li> <li>social change</li> <li>collective behavior</li> <li>mobs</li> <li>riots</li> <li>fads</li> <li>crowds</li> <li>Civil Rights movement</li> <li>women's movement</li> <li>gun rights movement</li> <li>green movement</li> <li>other minority movements</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>The many historical movements related to social issues.</li> <li>Several examples of collective behavior.</li> <li>The ethical issues facing modern society.</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Discuss the factors leading to various social movements.</li> <li>Understand how collective behavior works.</li> <li>Analyze ethical and social issues facing modern society.</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>There have been many factors influencing the development of various social movements throughout history.</li> <li>There are many examples of how collective behavior has worked.</li> <li>There are a variety of dilemmas involved in the different social and ethical issues facing modern society.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p><b>11. Contrast population patterns using the birth rate, death rate, migration rate, and dependency rate.</b></p> <ul style="list-style-type: none"> <li>Identifying the impact of urbanization on human social patterns</li> <li>Analyzing factors that affect the depletion of natural resources for their impact on social and economic development</li> <li>Projecting future population patterns</li> </ul>	<p>Elective Sociology HS.SOC.11</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Contrast population patterns using different factors.</li> <li>Analyze the impact of urbanization on human social patterns.</li> <li>Evaluate the factors that affect the depletion of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>population patterns</li> <li>birth rate</li> <li>death rate</li> <li>migration rate</li> <li>dependency rate</li> <li>urbanization</li> <li>depletion</li> <li>natural resources</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How human social patterns affect population change.</li> <li>The factors that lead to resource depletion.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze population patterns.</li> <li>Understand how human social patterns affect population change.</li> <li>Analyze factors that lead to resource depletion.</li> <li>Project future population patterns.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are different rates that affect population change.</li> <li>You use current knowledge of factors that affect population change to determine future population patterns.</li> <li>There are factors that lead to resource depletion.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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