



2013 Common Core Appendix

The following Common Core academic standards are implemented in *Sociology and TV Production*.

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Students will read about classic ideals such as C. Wright Mills' sociological imagination. They will creatively explain Mills' concept through reading primary documents. Students will also gather secondary sources through various media. TV production students will continuously work on making connections between the larger world and their personal lives.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Students can learn vocabulary in three phases; before reading, during reading, and after reading. Sociology terms such as *lassiez-faire*, role conflict, role strain, reciprocal roles, master status, ascribed status, achieved status, expressive leader, and instrumental leader are previewed before reading, given contextual substance during reading, and reviewed and assessed after reading.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Students will examine tables and charts produced by Nielson (the 'rating' people) then use sociological imagination to locate texts that help explain and give meaning to the data.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Students will compare and contrast how different authors explain the "looking-glass self." Different formats such as book excerpts, blogs, and journal articles are used.