

South Orange & Maplewood School District Social Studies Curriculum Grade 11-12 Sociology



**South Orange Maplewood
School District
Department of Curriculum &
Instruction
December 2013**

TABLE OF CONTENTS

Section I:	3
SOMSD Board of Education.....	3
Acknowledgements.....	3
Section II: Units of Study	4
Unit 1.....	4
Unit 2.....	6
Unit 3.....	8
Unit 4.....	10
Unit 5.....	12
Unit 6.....	14
Unit 7.....	17

BOARD OF EDUCATION MEMBERS

Elizabeth Daugherty, President
Sandra Karriem, First Vice-President
Lynn E. Crawford, Second Vice-President
Jeffrey Bennett, Member
Wayne Eastman, Member
Bill Gaudelli, Ed. D. Member
David R. Giles, Member
Madhu Pai, Member
Andrea Wren-Hardin, Member

ADMINISTRATION

Brian Osborne, Ed. D., Superintendent
Lydia E. Furnari, Ed. D., Assistant Superintendent for Curriculum & Instruction
Christopher Preston, Supervisor of Social Studies, 6-12

ACKNOWLEDGEMENTS

Curriculum Writer
Melissa Cooper

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

This social science elective course is designed to explore the relationship that exists between the individual and “society.” The curriculum is tailored to introduce high school students to fundamental sociological theories (both macro and micro) and methodologies, while cultivating the *sociological imagination*. Students are asked to grapple with human behavior within the context of group membership and social learning. Moreover, American society serves as the case study through which sociological theories are explored. The main objective of this course is to theoretically establish the link between the individual and society—an understanding that will aid students in deciphering social codes in the society in which they live.

Unit 1: Introduction to Sociology	
This unit is designed to introduce students to the theoretical perspectives that define the discipline, and present core sociological concepts essential to this field of study.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do the functionalist, interactionist and conflict theoretical perspectives view the larger society's impact on the way the individual understands reality? • How does the larger society influence social interactions and social stratification? • How does the social construct shape and define the individual's sociological perspective? 	<ul style="list-style-type: none"> • Sociology is the science that studies human society and social behavior. • Sociologists have diverse theoretical perspectives through which they explain function and dysfunction in human society • Sociologists are mainly interested in social interaction. • The functionalist perspective views society as a set of interrelated parts that work together to produce a stable social system (featured theorists: Herbert Spencer, Emile Durkheim). • The conflict perspective focuses on those factors that promote competition and change (featured theorists: Karl Marx, W.E.B. DuBois) • The interactionist perspective focuses on how individuals interact with one another (featured theorist: Max Weber). • Socialization is the process through which the individual becomes “normal” according to the values, beliefs and mores of their society. • The social construct is the material and non-material manifestation of dominant group beliefs. • The sociological perspective determines how the individual imagines “self” and “the other,” which influences social interactions • The sociological imagination is the ability to perceive the relationship between the individual and the larger society.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
CPIs: 6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1	Instructional Guidance To assist in meeting this CPI, students may: <ul style="list-style-type: none"> • Power point lecture/presentation of the three major theoretical perspectives. • Independent Reading: Chapter 1 (LaVerne, 1990) • Facilitate a class discussion on the three major perspectives and social phenomenon that correlate to each perspective. • Conduct a Social Scavenger Hunt during which students interview their classmates in order to discern how group membership and social location influences their perception of reality. Facilitate a class discussion about the results of the interviews. • Power Point presentation/lecture focusing on the social construct, sociological imagination, sociological perspective, sociological imagination

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

<u>CCSS for ELA</u> <u>Literacy in History</u> Reading RH.11-12.1-10 Writing WHST 11-12.1-10	<p>and socialization.</p> <ul style="list-style-type: none">• Independent readings: Chapter 5 (LaVerne, 1990) <p><u>Sample Assessments</u></p> <p>To show evidence of meeting this CPI, students may complete the following assessment:</p> <ul style="list-style-type: none">• Have students create a brochure/pamphlet titled The Ultimate Guide to Deciphering Social Interaction in which students use the key social concepts introduced (sociological imagination, social construction, sociological perspective and socialization) to explain to the casual observer of social trends/social interaction how they should approach their subjects.• Have students read and take notes on the corresponding textbook chapter (LaVerne, 1990) <p><u>Suggested Resources</u></p> <ul style="list-style-type: none">• Thomas, LaVerne W., Sociology: The Study of Human Relationships. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990• American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeaResources.html
---	---

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 2: Empirical Research Methodology This Unit is designed to cultivate functional knowledge of empirical research methodology in the social sciences—and in particular, sociology. Students will explore how empirical research methods are used to distinguish between the objective perspective of reality and subjective perspective of reality, in pursuit of answers to social problems and social questions.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is empirical research methodology? • How does the larger social construct shape the <i>subjective perspective</i> of reality? • How does empirical research methodology facilitate the <i>objective perspective</i> of reality? 	<ul style="list-style-type: none"> • Social phenomenon can be observed and studied using empirical research methodology. • By employing empirical research methodology, sociologists limit the influence of their <i>sociological perspectives</i> and biases while observing social interactions and trends. • Empirical research is used to bolster social theories. • The <i>subjective perspective of reality</i> gauges "reality" according to individual experience while the <i>objective perspective of reality</i> relies on evidence and information acquired from empirical research in order to define social realities. • Students will be able to retrieve, read and critique sociological studies.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
CPIs: 6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1 <u>CCSS for ELA</u> <u>Literacy in History</u> Reading RH.11-12.1-10 Writing WHST 11-12.1-10	Instructional Guidance To assist in meeting this CPI, students may: <ul style="list-style-type: none"> • Power Point presentation/lecture on subjective and objective perspective of reality and the seven steps of theory construction. • Facilitate a class discussion on the subjective and objective perspective of reality. • JSTOR Database Orientation: introduce students to the database and provide instruction on how to retrieve, read and analyze sociological studies published in electronic journals. • Class Activity: Organize cooperative learning groups. Have each group select a social phenomenon and create an empirical research design model through which objective data can be collected. The cooperative learning groups should present their research design model to the class. Individual students should be graded on their critique of each plan (in terms of the demands of theory construction). <u>Sample Assessments</u> To show evidence of meeting this CPI, students may complete the following assessment: <ul style="list-style-type: none"> • Critique Sheets: individual written student critiques of cooperative learning group presentations and amendments to each plan. • Have students read and take notes on the corresponding textbook chapter

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

	<p><u>Suggested Resources:</u></p> <ul style="list-style-type: none">• Thomas, LaVerne W., Sociology: The Study of Human Relationships. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990• American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeaResources.html• JSTOR.org (features more than 128 sociological journals)
--	--

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 3: Culture This unit examines the connection between individual identity formation; social role performance; and larger patterns of socialization and group classifications of reality.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do social norms, material and non-material culture, relate to group classifications of reality? How does culture impact identity formation? How does the larger society impact the way that the individual understands reality? 	<ul style="list-style-type: none"> Identity, personality formation, social roles and social role performance is dictated by culture. Culture is a mental phenomenon through which reality is defined—and is acquired through the socialization process. There are two manifestations of culture: material and nonmaterial. Norms are codes of behavior that compliment group classifications of reality.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
<p>CPIs:</p> <p>6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1</p> <p>CCSS for ELA <u>Literacy in History</u> Reading RH.11-12.1-10</p> <p>Writing WHST 11-12.1-10</p>	<p>Instructional Guidance To assist in meeting this CPI, students may:</p> <ul style="list-style-type: none"> Power Point presentation/lecture on culture (material/nonmaterial, norms, social roles/role performance, and identity formation). Read case study excerpt on social role performance (Goffman) Organize cooperative learning activity during which students will brainstorm with group members and develop a script/skit demonstrating how cultural norms are communicated and internalized. <p><u>Case Study #1:</u> Facilitate student exploration of gender as a constructed social role/social performance.</p> <ol style="list-style-type: none"> Facilitate a class discussion during which students are asked to compile a list of norms associated with the <i>masculine social role</i> and <i>feminine social role</i> in American society. Organize cooperative learning groups and have students observe various children's toys and books with a focus on the relationship between cultural constructions, individual identity formation and gender social role performance. Have students refer to the <i>masculine social role</i> and <i>feminine social role</i> list that the class created when analyzing the cultural impact of the children's toys and books. <ol style="list-style-type: none"> View documentary-<i>Tough Guise</i>. Ask the class to analyze and critique Jackson Katz's thesis—which argues that violent masculinity is a cultural norm in popular American media products. Read: "Unlearning the Myths That Bind Us: Critiquing Fairy Tales and Films" by Linda Christensen. Have students analyze and critique Christensen's thesis relative to the larger discussion about "gender" as a social role. Watch: <i>Snow White and the Seven Dwarfs</i> (1937), use both Goffman's analysis on <i>dramaturgy</i> and <i>social roles</i> and Christensen's thesis to

	<p>guide analysis of the film. Ask students to discuss and debate the impact of gender norms in the film, and on the children who watch it.</p> <p><u>Case Study #2:</u> American Schools, Intelligence and the <i>Culture</i> of Academia. This case study explores the impact that social norms and social constructions have on "academic achievement" in America.</p> <ul style="list-style-type: none"> • Review local and national Achievement Gap statistics • Read: Case study excerpts on cultural norms and education (Covello, Zborowski & Herzog, Jensen, Sowell) and <i>Black Immigrants and Black Natives Attending Selective Colleges and Universities in the United States</i>, Massey et. al (2007). Facilitate a discussion that explores the impact that social norms and social constructions have on "academic achievement" in each of the case study readings. • Show the class Jane Elliot's Blue Eyes/Brown Eyes Experiment (1968). Facilitate a discussion about the experiment. Ask students to consider the connection between "academic achievement," American cultural norms, and the culture of academia. <p><u>Sample Assessments</u></p> <p>To show evidence of meeting this CPI, students may complete the following assessment:</p> <ul style="list-style-type: none"> • Have students propose a theory on gender role performance based on their observations (2-5 page paper) • Have students propose a study using empirical research methodology that will explore the relationship between social norms and social constructions have on "academic achievement" in America. • Have students read and take notes on the corresponding textbook chapter (LaVerne, 1990) <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Thomas, LaVerne W., <i>Sociology: The Study of Human Relationships</i>. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990. • American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeachersResources.html • JSTOR.org (features more than 128 sociological journals) • Goffman, Erving. <i>The Presentation of Self in Everyday Life</i>. Anchor. 1959. • <i>Tough Guise: Violence, Media & the Crisis in Masculinity</i> (1999) Jackson Katz • <i>Snow White and the Seven Dwarfs</i> (1937) • Jane Elliot's Blue Eyes/Brown Eyes Experiment (1968)
--	--

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 4: Conformity This unit relates socialization, the social construct and the internalization of norms to group behavior and conformity.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> What is the impact of group pressure on the individual? How does socialization encourage the individual to conform to group behavior norms and expectations? In what ways are "weak groups" different from "strong groups"? 	<ul style="list-style-type: none"> Socialization encourages the individual to conform to group behavior norms and expectations. Conformity is amoral and is universal among human groups. "Strong groups" have a stable pattern of interaction, while "weak groups" are characterized by infrequent and spontaneous patterns of interaction. Both "weak groups" and "strong groups" exert social pressure and produce conformity. Group pressure is a significant force that encourages conformity to group norms.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
CPIs: 6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1 <u>CCSS for ELA</u> <u>Literacy in History</u> Reading RH.11-12.1-10 Writing WHST 11-12.1-10	Instructional Guidance To assist in meeting this CPI, students may: <ul style="list-style-type: none"> Power Point presentation/lecture on conformity. Locate and present various newspaper articles or televised news reports about events that can be analyzed within the context of group pressure and conformity. Independent Readings: <ol style="list-style-type: none"> Schacter's study on group pressure (Stanford University, 1950) Asch's study on the group's response to deviance (Swathmore College, 1951) <p>Ask students to use Schacter's and Asch's study to discuss the events described in the newspaper articles/televised reports.</p> <p><u>Content Analysis Case Study:</u> View <i>The Wave</i> (dramatized documentary) and <i>Gang Wars</i> (documentary) and have students extract from the films the various methods used to promote conformity.</p> <p><u>Case Study School Culture Exchange</u>-Arrange exchange tour with another high school during which students will conduct observations on school culture and conformity.</p> <p><u>Sample Assessments</u></p> <p>To show evidence of meeting this CPI, students may complete the following assessment:</p> <p><u>Content Analysis Case Study:</u> View <i>The Wave</i> (dramatized documentary) and <i>Gang Wars</i> (documentary) and have students extract from the films</p>

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

	<p>the methods used to promote conformity.</p> <p><u>*"School Culture and Conformity" High School Exchange</u>-Arrange exchange tour with another high school during which students will conduct observations on school culture and conformity.</p> <ul style="list-style-type: none">• Have students read and take notes on the corresponding textbook chapter (LaVerne, 1990) <p><u>Suggested Resources</u></p> <ul style="list-style-type: none">• Thomas, LaVerne W., Sociology: The Study of Human Relationships. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990• American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeachersResources.html• JSTOR.org (features more than 128 sociological journals)• Gang War: Bangin' in Little Rock (1994)• The Wave (1981)
--	---

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 5: Social Control This unit investigates "social control"—the collective methods and strategies that various societies use to deter deviance and promote conformity.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does the larger society impact the way the individual understands reality? • How does the structural strain theory explain criminal deviance in a capitalist society? • How does the social construct shape and define the individual's sociological perspective? • How does the American cultural construct contribute to dysfunction in American society? • How does the American cultural construct facilitate cohesion and "order" in American society? 	<ul style="list-style-type: none"> • Formal and informal sanctions are used to deter deviance and promote conformity. • Deviance is a relative social concept. • A significant amount of criminal deviance in American society can be explained by Robert Merton's Structural Strain theory. • Disparities between various groups in the larger society manifest in rates of incarceration.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
CPIs: 6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1 <u>CCSS for ELA</u> <u>Literacy in History</u> Reading RH.11-12.1-10	Instructional Guidance To assist in meeting this CPI, students may: <ul style="list-style-type: none"> • Power Point presentation/lecture on deviance and the structural strain theory. 1. Content Analysis Case Study: a. The Sentencing Project: facilitate student exploration of the interactive map that reports American incarceration statistics on The Sentencing Project website. The map features data that is disaggregated by varies social status characteristics. b. View documentary: Scared Straight. <u>Sample Assessments</u> To show evidence of meeting this CPI, students may complete the following assessment: Students will review their observations from the content analysis case study and design a social reform plan that integrates structural strain theory into discourse about reducing crime and lowering recidivism rates in America. <ul style="list-style-type: none"> • Have students read and take notes on the corresponding textbook chapter (LaVerne, 1990)

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Writing WHST 11-12.1-10	<u>Suggested Resources</u> <ul style="list-style-type: none">• Thomas, LaVerne W., Sociology: The Study of Human Relationships. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990 (Chapter 8)• American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeachersResources.html• JSTOR.org (features more than 128 sociological journals)• www.sentencingproject.org• Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. The New Press. 2010.
--	--

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 6: Stratification/Socio-Economics This unit explores resource distribution and the subsequent assignment of social roles and human value within a society.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does the larger society influence social interactions and social stratification? • How are resources distributed in the United States? • How has the American stratification system created tension in American society? • How have theorists and scholars explained and described the impact of stratification in Western societies? • How does the American stratifications system impact the life chances of various social groups within the United States? 	<ul style="list-style-type: none"> • Stratification is a universal phenomenon. • Resource distribution is rooted in dominant group perceptions of reality. • “Resources” are material and non-material. • Stratification and absolute equality are mutually exclusive concepts. • Class conflict—created by distinctions between individuals' S.E.S (socio-economic status) —is a significant source of tension in American society. • In America, stratification has resulted is significant disparities in life chances between various social groups. • Karl Marx, Max Weber and Kingsley Davis proposed theories to explain and describe the impact of stratification systems in the West. • Distinguish between an open and closed stratification system. • Discuss the consequences of capitalism in terms of stratification theory.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
CPIs: 6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1 <u>CCSS for ELA</u> <u>Literacy in History</u> Reading RH.11-12.1-10	Instructional Guidance To assist in meeting this CPI, students may: <ul style="list-style-type: none"> • *Star Power Simulation Game: Facilitate simulation during which students are assigned roles and decision-making authority based on their performance and status in a token economy game. Conclude the game with a class discussion in which students are asked to compare the roles that they assumed in the game, and the decisions that their classmates made during the game, with phenomena and trends within the American stratification system. • Review current statistics and data on wealth distribution in the United States. • Power Point presentation/lecture on stratification theories proposed by Karl Marx, Max Weber and Kingsley Davis. The lecture should also explore the distinction between stratification systems based on <i>ascription</i> or <i>achievement</i>—“closed” or “open” systems. • <u><i>Content Analysis Case Study: Show students selected scenes from <i>Roger & Me</i> (1989 documentary), MTV's <i>True Life: I'm Dead Broke</i> (2005 documentary), <i>When the Levees Broke</i> (2006) and <i>Born Rich</i> (2003 documentary). Students should document their observations of how the individuals featured in the documentaries socio-economic status has</i></u>

<p>Writing WHST 11-12.1-10</p>	<p>impacted their <i>life chances</i> of. * <i>Four-Town Tour Bus Tour</i>: Organize a field trip during which the class takes a bus tour of Maplewood, South Orange, Newark and Irvington. Before the tour, have students visit the Census Bureau's "American Community Survey" website (http://www.census.gov/acs/www/) to locate S.E.S data for the four towns prior to the tour. During the tour have students observe the communities—looking for physical manifestations of S.E.S data, as well as difference between the communities (i.e. police surveillance and presence; population density in communities via housing structures; availability of resources and goods; etc.)</p> <p><u>Sample Assessments</u> To show evidence of meeting this CPI, students may complete the following assessment:</p> <ul style="list-style-type: none"> • Students will write a reaction paper in which they describe and contrast their experience in the simulation game to economic stratification in American society. Students should infuse observations made during the content analysis case study in their essay. • Students should retrieve and critique sociological studies on stratification and socio-economic status. • Have students read and take notes on the corresponding textbook chapter <p><u>Suggested Resources</u></p> <ul style="list-style-type: none"> • Thomas, LaVerne W., <i>Sociology: The Study of Human Relationships</i>. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990 (Chapter 9) • American Sociological Association's Teacher Resource Website: http://www.asanet.org/introtosociology/TeacherResources/ContentsForTeachersResources.html • G. William Domhoff, PhD—sociology professor at the University of California, Santa Cruz—compiled a website that summarizes U.S. economic data, and narrates the disparities between economic classes (in terms of resource distribution): www2.ucsc.edu/whorulesamerica/power/wealth.html • http://www.census.gov/acs/www/ • JSTOR.org (features more than 128 sociological journals) • Roger & Me (1989)
--	--

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

	<ul style="list-style-type: none">• True Life: I'm Dead Broke (2005)• Born Rich (2003)• When the Levees Broke (2006)
--	--

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Unit 7: Race and "Otherness" in America This unit examines "race" as a social construction (with a specific emphasis on race in American society). Moreover, this unit explores "privilege" and "penalty" as consequences of the social constructions around race.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How have "race," and notions of racial distinctions, been constructed and "made" in American culture? In what way is the development of "race-consciousness" a product of the socialization process and evidence of the development of the sociological perspective? How do social scientists distinguish between prejudice, discrimination, stereotypes and racism—privilege and penalty? 	<ul style="list-style-type: none"> Race is a social construction. Social constructions are fluid and norms can be adjusted to accommodate ideas about group membership Socialization patterns, social location and the sociological perspective dictate how individuals understand race and otherness. Social scientists have contrived theories that explain prejudice, discrimination and racism (i.e. Gordon Allport's contact theory). Prejudice, discrimination, stereotypes and racism are all phenomena that are derived from the construction of "otherness" within Western culture. Privilege and penalty are consequences of the construction of "otherness" within Western culture.
Content and Cumulative Progress Indicators (CPIs)	Classroom Application
<p>CPIs:</p> <p>6.1.12.A.7.b 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.C.16.b 6.1.12.D.16.c 6.1.12.B.1.a 6.3.12.A.1 6.3.12.A.2 6.3.12.C.1 6.3.12.D.1</p> <p><u>CCSS for ELA</u> <u>Literacy in History</u> <u>Reading</u> <u>RH.11-12.1-10</u></p>	<p>Instructional Guidance To assist in meeting this CPI, students may:</p> <ul style="list-style-type: none"> Power Point presentation/lecture on race, prejudice, discrimination, stereotypes, racism, contact theory, otherness and privilege. Facilitate class discussion about perceptions of race, otherness, stereotypes, discrimination and prejudice in American society. Content Analysis Case Study on Race: a. Show the class the following short studies: Diane Sawyer/ ABC's Prime Time Live episode: "True Colors" (1989) Anderson Cooper's 360° "Kids on Race: Doll Study Revisited" (2010) b. Facilitate a class discussion in which students explore the way that these two studies underscore the impact of notions of racial difference and otherness in terms of privilege and penalty. <p><u>Sample Assessments</u> To show evidence of meeting this CPI, students may complete the following assessment:</p> <ul style="list-style-type: none"> Students will conduct independent content analysis on race and otherness, focusing on television sitcoms and advertisements. Students should identify and record how various groups are depicted on television shows and advertisements. Students should prepare a paper (2-5 pages) in which they will present their findings according to the empirical research

South Orange & Maplewood
Social Studies Grades 11-12
Sociology

Writing WHST 11-12.1-10	<p>methodologies.</p> <ul style="list-style-type: none">• Have students read and take notes on the corresponding textbook chapter. (LaVerne, 1990) <p><u>Suggested Resources</u></p> <ul style="list-style-type: none">• Thomas, LaVerne W., Sociology: The Study of Human Relationships. Harcourt Brace Jovanovich Publishers. Orlando, Florida. 1990• American Sociological Association's Teacher Resource Website: http://www.asanet.org/introsociology/TeacherResources/ContentsForTeaResources.html• JSTOR.org (features more than 128 sociological journals)• Diane Sawyer/ ABC's Prime Time Live episode: "True Colors" (1989)• Anderson Cooper's 360° "Kids on Race: Doll Study Revisited" (2010)• Peggy McIntosh's essay, "White Privilege: Unpacking the Invisible Knapsack" (1988)
--	--