

# Bias in Media / Manipulation of Language

Content Area: **ELA**  
Course(s): **CP English 9**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Course Pacing Guide

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**Accelerated English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.**

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

## Unit Overview

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This unit will teach students about the standards of journalism, and prompt students to read, analyze, and evaluate works of journalism and excerpts from contemporary influential nonfiction books.

## Enduring Understandings

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The media is capable of using an elaborate array of techniques that allows reporters and media owners to

influence news stories

All humans have biases.

## Essential Questions

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Should journalists adhere to principles of journalism?

Is it possible to write or report without implementing personal bias?

How do biases and stereotypes influence the way we interpret the world around us?

How can both journalists and media consumers address issues of bias in themselves and others?

How has social media impacted the way journalists report news?

In what ways have hardcopy reporting methods become obsolete?

How do different media outlets reflect the same topics in varied ways?

What are the organizational methods that effective journalists use to display their main ideas?

## New Jersey Student Learning Standards (No CCS)

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LA.RI.9-10.7

Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## Amistad Integration

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SJ.12

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

SJ.13

Students will analyze the harmful impact of bias and injustice on the world, historically and today.

## Holocaust/Genocide Education

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SOC.6.1.12.D.7.b

Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

SOC.6.2.12.D.4.g

Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

## **Interdisciplinary Connections**

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Compare the manipulation of information by Squealer in *Animal Farm* to propaganda, ‘fake news’, and the contemporary tendency for many individuals to immerse themselves in ‘information silos’.

Explain how propaganda and manipulation has been a problem throughout history, but this problem has become more of a challenge due to the pervasiveness of multiple types of media.

Relate the commentary regarding mental health and wellness issues in works of nonfiction to what students observe in their own lives or experience personally.

TECH.K-12.1.2	Digital Citizen
TECH.K-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
SJ.JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

## **Technology Standards**

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TECH.8.1.12.D - [Strand] - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.5 - [Cumulative Progress Indicator] - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

TECH.8.2.12.B.CS1 - [Content Statement] - The cultural, social, economic and political effects of technology.

## **21st Century Themes/Careers**

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9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

### **Financial Literacy Integration**

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9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

### **Instructional Strategies & Learning Activities**

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[PBS “Decoding Media Bias” Lesson](#)

[Define Journalism and Introduce the Ethical Standards of Journalism](#)

Contrast broadcasts from different outlets about the same issue/incident.

Critique media coverage of a current event.

Read, annotate, and analyze [three articles](#) on the topic of mass shootings

[“Deep Fakes”](#), fake news, and other methods of disinformation

Compare and contrast an initial news report of the 1999 Columbine shooting with the chapter of David Cullen’s Columbine titled “Media Crimes”.

Video--brief news report

[Read, annotate, and analyze excerpts from four contemporary, influential works of nonfiction-Grit, Quiet, Outliers, and The Overachievers.](#)

### **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Meaningful Student Voice & Choice
- Self-Directed Learning

- Debate
- LMS use
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning

## **Formative Assessments**

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SGO writing sample on human nature.

Annotation, close reading, and discussion of works of journalism and excerpts of nonfiction.

Journal connecting [“The Science Behind Why We Follow the Crowd”](#) and the two summer reading books (*Lord of the Flies* and *Animal Farm*).

Responses to discussion questions about the nonfiction excerpts.

## **Summative Assessment**

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In a well-developed, and carefully edited and proofread paragraph respond to one of the following prompts:

Contrast two major characters from *Lord of the Flies*.

**OR**

Indicate the most important theme of *Lord of the Flies* and support your argument with specific details from the text.

## **Benchmark Assessments**

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Close reading & annotation skills on various on-fiction excerpts.

## **Alternate Assessments**

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## **Resources & Technology**

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- [Glossary of Digital Media Terms](#)
- [What's "Fake News"? 60 Minutes Producers Investigate](#)
- [The Digital Back Story of the Much-Debated GOP Memo on the FBI](#)
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- [The Reason Your Feed Became an Echo Chamber – And What to Do About It](#)
- [The Problem with Fake News](#)
- [\(and how our students can solve it\)](#)
- [A Guide to Misinformation Actions Around the World](#)
- [The 5 Principles of Ethical Journalism](#)
- Headline Articles from *New York Times* "[A Times Headline About Trump Stoked Anger](#)" & "[When a Headline Makes Headlines of Its Own](#)"
- [PBS "Decoding Media Bias" Lesson](#)
- [Define Journalism and Introduce the Ethical Standards of Journalism](#)
- Contrast broadcasts from different outlets about the same issue/incident.
- Critique media coverage of a current event.
- Read, annotate, and analyze [three articles](#) on the topic of mass shootings
- ["Deep Fakes"](#), fake news, and other methods of disinformation
- Compare and contrast an initial news report of the 1999 Columbine shooting with the chapter of David Cullen's *Columbine* titled "Media Crimes".
- Video--brief news report?
- [Read, annotate, and analyze excerpts from four contemporary, influential works of nonfiction-Grit, Quiet, Outliers, and The Overachievers](#)

## **BOE Approved Texts**

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*Animal Farm by George Orwell*

*Lord of the Flies by William Golding*

*Hiroshima by John Hersey*

*Columbine by Dave Cullen*

*The Overachievers by Alexandra Robbins*

*The Price of Admission by Daniel Golden*

## **Closure**

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- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Low-Stakes Quizzes - Give a short quiz using Canvas.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions in a journal. \*Add to or remove any of these as you see fit.

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Show a model of the end product of directions.

## **504**

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

## **At Risk**

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- Concrete examples
- Use of study guides
- Supplemental peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Pace long-term projects
- Use peer supports and mentoring

## **Gifted and Talented**

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- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking