

Understanding Digital Media Landscape / Research Process

Content Area: **ELA**
Course(s): **CP English 9, Accelerated English 9**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Course Pacing Guide

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

This unit addresses the challenges to becoming a well-informed citizen in a time when several players take advantage of the broad reach of the internet and manipulate technology to impose their point of view on others. The encourages information consumers to seek information sources that abide by the principles of ethical journalism.

Enduring Understandings

Being well-informed requires:

- a vigilance for learning about how both accurate and false information is disseminated;
- recognizing methods that are used to manipulate messages to support a biased point of view;
- applying the principles of ethical journalism to determine the trustworthiness of information sources, and
- familiarity with and persistent reading of trusted sources that represent balanced and varied points of view.

Essential Questions

- How has the expansion of the digital media industry, increased micro-targeting capabilities, and the dominance of social media as a journalistic source affected the dissemination of misinformation and the quality of civic discourse?
- What methods are used to spread misinformation and manipulate messaging to support a biased point of view?
- What skills are needed to mitigate the influence of the rapidly increasing spread of misleading information?
- What principles should be used to evaluate the trustworthiness of journalistic sources?
- What are information sources that I can rely on to keep me well informed?

New Jersey Student Learning Standards (No CCS)

LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

Technology Standards

TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

21st Century Themes/Careers

Financial Literacy Integration

Instructional Strategies & Learning Activities

To allow for more classroom activity time, much of the content on navigating the digital media landscape should be assigned for pre-class study. All of the instructional material is made available on the library website and can also be made available via Canvas or G-suite.

Students will study:

- how the digital media industry has used social media to become the dominant source of information about current events and issues;
- what techniques and technology are utilized by the digital media industry to promote the dissemination of misinformation, i.e. disinformation;
- what methods are used to manipulate messaging to support a biased point of view;
- what skills are needed to mitigate the influence the increasing spread of misleading information;
- what principles are needed to evaluate the trustworthiness of information sources; and

Understanding the Digital Media Landscape

- Create student groups of 3 to 4.
- Each group will be assigned an area related to navigating the digital media landscape. Examples
 - The frequent use of logical fallacies to manipulate a message;

- Post-truth society;
 - How algorithms effect what social media posts you see?.
 - Each group will have a chance to consult with the teacher or librarian and narrow their topic.
- Examples.
- Examples of the use of Red Herrings and Ad Hominem
 - The impact of post-truth society on civic discourse
 - How can you escape the influence of algorithms?
 - Each group will research their area with the intention of expanding upon the explanations included in the teacher created/selected instructional material.
 - Each group will offer an informed opinion on the impact their topic will have on society, e.g. How will AI creation of deepfakes impact the 2020 Presidential elections?
 - Each group will include the essential findings of their research on the shared Google Slide created for their class. Their slide(s) should include supporting material, primary source preferred.
 - Each group will teach the class by giving a five minute presentation.

How Does the Best-Informed Person You Know Stay Informed

- Each student will think about people they know who they consider well informed and ask seek out permission to talk to one of them about how they stay so well informed.
- Each student should ask the person for a description of the activities they take to stay inform and what are the three best information sources they use.
- Each student should study one of the sources their informed person shared with them and write a one paragraph evaluation of that source. That evaluation should include an assessment of whether the source adheres to the principle of ethical journalism.
- On a shared Google Slide, each student should write one paragraph that describes how their person stays informed, identify the three sources their person identified, and include the paragraph that evaluated one of the sources. The informed person's name should not be included on the slide.
- If time permits, the teacher can ask that some of the students share what they learned with the class.

Differentiated Instruction

Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Grouping
- Rubrics
- Flipped Classroom

*Add or remove any of these as you see fit.

Formative Assessments

Formative assessment will consist of the teacher and librarian "checking in" with each students during an in-class work period.

Summative Assessment

For **Summative assessment** the teacher and librarian will examine the finished student work shared on the Google Slide

Benchmark Assessments

Alternate Assessments

Resources & Technology

BOE Approved Texts

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- 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.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two

sing thier summary.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- 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.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- 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.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

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ELL

Such as:

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

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Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- 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.
- Maintain adequate space between desks.
- 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.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- 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.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

Examples of accommodations in 504 plans include but are not limited to:

- 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
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies

- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

*Add to or remove any of these as you see fit.