

# Unit 01: News Media: Keeping the Culture Informed

Content Area: **Template**  
 Course(s):  
 Time Period: **Full Year**  
 Length: **FY**  
 Status: **Published**

## Stage I: Desired Results

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MA.9-12.1.2.12prof.Cr	Creating
MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Cr3	Refining and completing products.
	Construct
MA.9-12.1.2.12prof.Pr	Producing
MA.9-12.1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
	Integrate
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
	Present
MA.9-12.1.2.12prof.Re	Responding
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn	Connecting
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

## Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

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MA.9-12.1.2.12prof.Cn	Connecting

## Meaning

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### Essential Questions

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#### Essential Questions

Do you think the broadcast media has a social responsibility to provide accurate information. Should accuracy supersede the necessity to entertain and keep an audience interested.

What role does the news media play in our democracy and our decision to elect our leaders?

Why do Americans rely on the news media to provide us with information about our history?

How does the Internet play a role in information dissemination and how media literate are we in discerning its accuracy?

### Enduring Understanding/Indicators of Understanding

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#### Enduring Understanding/Indicators of Understanding

discern how television news was developed and it's contributions toward American culture and it's history.

improve media literacy skills in recognizing staged or exaggerated news.

differentiate between hard line and tabloid news.

understand the role the Internet plays as a "Global Village" and how it allows us to access world-wide information.

understand the importance of the news media to accurately inform it's audience.

incorporate ethical standards and how informational media apply those standards when informing a mass audience.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

the difference between broadcast television and cable news networks their affiliates.

which events were captured by television news and how that contributes to teaching American history.

the criticisms of the news media.

why television ratings are better for sensationalized news.

why ageism and sexism exists in the news media.

why the development of cable news was so important to the success of cable industries.

### **Skills**

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Skills

Student will be skilled at ...

watching television news broadcasts and applying their media literacy skills.

understanding why capturing events helps us understand history.

understanding why the news media is criticized for what it reports.

understanding the difference between tabloid and hard news.

understanding the purpose of cable and broadcast news and their obligation to the viewer.

## Standards Alignment

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## Student Learning Standards

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MA.9-12.1.2.12prof.Cr	Creating
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## Stage 3: Learning Plan

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## Resource and Mentor Texts

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Resources and Mentor Texts

ABC, NBC, CBS, FOX, CNN, HLN, MSNBC and FNC broadcast and cable news networks

The Internet

The History Channel DVD series

"Stay Tuned" a DVD of historic moments in television history

"Tell Me A Story" Don Hewitt

"Mass Media Mass Culture" James and Roy Wilson Chapter 5

"Introduction to Mass Communication" Stanley Baran 6th edition Chapters 8 & 10

HBO Movies "Live from Baghdad"

[TV2Ch5newsvideolinks.doc](#)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

drafting and writing essays in response to observations, discussion and reading to assess media literacy skills

(see above links)

## **Learning Activities/Unit of Study**

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## Learning Activities/Unit of Study

Reading and annotating chapter

Chapter outlines

Discussion of topics

DVD videos of historic news events

Docudrama "Live form Baghdad"

Watching different types of news broadcasts

Reading and evaluating news via the Internet

[TV2MMCh5Outline.doc](#)

[TV2Ch5newsvideolinks.doc](#)

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students

better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with

extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

