

Unit 01: Communication, Media and Society

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

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| Unit Title: | Communication, Media and Society This unit will be an introduction to the media and news landscape and how it is presented through various organizations. Students will examine and learn how to identify Bias and sensationalized news stories and outlets. Students will also identify the pros and cons to obtaining news through various social media outlets. |
| Suggested Duration: | 6 weeks |

Interdisciplinary Connections

| Interdisciplinary Connections |
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| Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 |
| Math Practices: https://www.nj.gov/education/standards/math/Index.shtml |
| Science Practices: https://www.nj.gov/education/standards/science/Index.shtml |
| Find and paste appropriate <u>Companion Standards or Practices</u> here. |

Writing & Literature – Interpretation and analysis of primary and secondary source documents literature as part of gaining historical understanding.

Public Speaking – Participation in debates and presentations

Arts – Practical and Fine – Analysis of art as a means of impacting current issues.

Music – Analysis of music as a means of impacting current issues.

Economics – Analysis of public, private, and national, and international economies and how these impact the current issues

Sociology – Understanding and analysis of relations between various groups of people and how these relations affect current issues.

Psychology – Understanding psychological explanations for human behavior as it applies to everyday current issues.

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education

Standard(s) Addressed

STAGE I Desired Results

STAGE I Desired Results

Objective (Transfer)

Students will be able to independently use their learning to...

- *Understand how the role of media and the news has changed over time*
- *Gather their news from well informed, objective news sources.*
- *Identify pros and cons of news coverage from social media outlets*

Mastery

Big Ideas/Enduring Understanding

Students will understand that...

- Many news items will have an effect on your life.
- Today's current events are tomorrow's history.
- There are many different ways to gather news information.
- The Internet and social media have become major players in how people consume news.
- When reading a news article, you must always question the author, his/her sources of information, and any personal bias in the article to discern the facts.
- Points of view is understanding the background of the source whereas bias is a predisposition to insert prejudices into the source.
- Some news stories can be written and laid out in a sensationalized way in order to gain more readers.
- Many news websites have an alternative agenda when presenting news stories.
- Institutions and countries (i.e Russia) have illegally infiltrated the US media in order to influence elections.

Essential Questions

- Why do people need to be informed of current events?
- Why is the layout and selection of stories so important?
- How do you discern media bias?
- Why do some News organizations and media sites sensationalize news stories?
- How can one go about evaluating a news story for bias?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Acquisition

Students will know . . .

- Various Media Sources
- Pros and Cons of Various Media
- Different non media Sources
- Advantages / disadvantages of getting information from various news sources
- Purpose of various media services
- Growth of the Internet and impact on spread of information
- Growth of Social Media being engine for people to gather news information
- Reasons for organizations and other countries to infiltrate and hack different media and media outlets.
- Free Speech

Students will be skilled at . . .

- Integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Differentiating between various forms of media including internet, T.V, and social sites or apps such as twitter and snapchat.
- Finding appropriate news sources that guide their opinions on various media and culture issues today.
- Gathering relevant information from multiple digital sources.
- Assessing the credibility and accuracy of each source and integrating the information while avoiding plagiarism.
- Explaining tools and methodology for analyzing biases in different media Sources.
- Critically evaluating the source(s) and their validity.

STAGE II Assessment Evidence

| STAGE II Assessment Evidence | |
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| Practice | Assessments |
| Class participation Assigned readings Current Events Response sheets | Inquiry project/group presentations Unit themed quizzes (assessments) |
| Modifications | |
| How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practice and Assessments. | |

Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items.

STAGE III Learning Plan

| STAGE III Learning Plan |
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| <p>Organize plan by weeks</p> <p><i>Week 1</i> - Students will be introduced to various news sources and how to respond to Current Events Response sheets verbally and written. Students will understand the role of the media and journalistic reporting in society.</p> <p><i>Week 2/3</i> - Students will explain tools and methodology for analyzing biases in different media sources. Students will analyze two news sources covering the same story and look for bias.</p> <p><i>Week 4/5</i> - Students will learn how to identify sensationalized news online with websites, or social media. Students will learn how to identify when it's appropriate to use social media for accurate news and weight the pros and cons of Social Media.</p> <p><i>Week 6</i> - Students will produce an inquiry based project of their choosing with their peers</p> |
| Modifications |
| <p>How are the activities modified/differentiated? (i.e.: abridged text)</p> |

“Text Compactor” and similar apps in order to create abridged text. Format modification, enlarged text, color coding, word banks, provision of definitions and text clarification.

Students in higher level courses (Honors/AP) will read additional sources to add depth of understanding by considering different perspectives. *See Specific Resources for Unit

Specific Resources for Unit

| Specific Resources for Unit |
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| <p>Attached Affirmative Action Compliance Checklist</p> |

- Teaching Tolerance Activities
- <http://allsides.com>
- CNN 10 <https://www.cnn.com/cnn10>
- Various News Articles from online Media and Media (ex: CBS, ABC, NBC, BBC)
- <https://www.cbsnews.com>
- <https://abcnews.go.com>
- <https://www.bbc.com>
 - Frontline Programs <https://www.pbs.org/wgbh/frontline/>
 - VICE News Program <https://www.vice.com/en/section/news>
 - Teaching Tolerance Activities/Readings
 - Power Points/Google Slides
 - NearPODs
 - Youtube clips
 - NewsGuard

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

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| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.2 | Attend to financial well-being. |
| WRK.K-12.P.3 | Consider the environmental, social and economic impacts of decisions. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation. |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |

- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

Climate Change Education

| ClimateChange Education | |
|---|--------------------------|
| Enduring Understandings/Core Ideas | Performance Expectations |
| Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above. | |