

Course Title – Mass Media

Implement start year – 2018-19

Revision Committee Members, email, extension –

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**Unit # 1 , topic –
News and the Media**

Transfer Goal – Students will be able to independently use their learning to analyze, evaluate, and then apply different perspectives on the news and media.

Stage 1 – Desired Results

Established Goals

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. 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.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the news can be influenced by corporate filters.. <p><i>EU 2</i></p> <ul style="list-style-type: none"> the news can be influenced by various internal and external political filters. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> How does corporate sponsorship of the news affect what is reported? Why would there be discrepancies in the reporting of the same event? How do viewership and ratings affect the reporting of news? How does the news manufacture consent? How does a common enemy help to establish a convenient narrative for politicians and the media elite? <p><i>EU 2</i></p> <ul style="list-style-type: none"> How can the political leanings of a news editor or executive officer influence the day-to-day operations of a news corporation? How does the relationship between established politicians and the media elite affect what is produced? Why do politicians appear on one news network but not another? How does access affect the careers of journalists and the news?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the filters that manage the news. the corporate structure of news agencies. how advertising earnings affect news coverage. how the common enemy idea works with narrative. <p><i>EU 2</i></p> <ul style="list-style-type: none"> who controls media access how politics shape narratives how politics influences perspective 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1.</i></p> <ul style="list-style-type: none"> identify the media conglomerates that own the various media outlets research the connection between ratings and advertising rates discuss how the news creates and uses a common enemy for viewership or narrative <p><i>EU 2</i></p> <ul style="list-style-type: none"> identify what type of guests are likely to grant access to which media outlets. evaluate and research the careers of famous journalists and identify the importance of access to their career

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| | <ul style="list-style-type: none">• research the stated political leanings of several media company owners or editors |
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Stage 2 – Assessment Evidence	

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests
- In-class discussions

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Lesson on Noam Chomsky's [5 Filters of the Mass Media](#) (A)
- Research the different political leanings of major news outlets(A)
- Research and discuss the Five Companies that own the majority of the Media(A)
- Students will research different well known journalists(A)
- Students will research ratings of news outlets (A)
- Read and discuss articles about fake news (A, M)
- Students research and study previous “Common Enemies” and the reason for those creations(A, M)
- Evaluate news stories and determine which filters have influenced them (M)
- Compare and contrast news stories on the same event (M)
- Create “Common Enemies” from current news stories (T)
- Create their own fake news (T)
- Students will create fake reactions to real reporting from the point of view of corporate sponsors (T)
- Students will watch different news programs and journal what was the “big story” of that hour (A, M, T)