Media Literacy Curriculum

Rationale:

Media literacy education is the process through which individuals become media literate – able to critically understand the nature, techniques and impacts of media messages and productions. The media is a powerful force in the lives of today's youth. Music, television, magazines, the Internet, podcasts, and social media all have a strong influence on how we see the world; this influence often begins in infancy. To be engaged and critical media consumers, students need to develop skills and habits of media literacy. These skills include being able to *access* media on a basic level, to *analyze* it in a critical way based on certain *key concepts,* to *evaluate* it based on that analysis and, finally, to *produce* media oneself. Media literacy – with critical thinking, reflection and ethical behaviour at its core – is a key part of what it means to be educated in today's world.

Course Description:

In this semester-long class, students will learn about digital citizenship and how to be a positive citizen in the digital world. They will then be exposed to different forms of media and critically analyze media messages. Students will be looking at media such as television commercials, radio advertisements, magazine advertisements, billboards, podcasts, social media, and more. They will be able to identify different forms of media propaganda and replicate propaganda techniques in their own mini projects. This course will incorporate collaborative and project based learning, as students will be creating edited video commercials, podcasts, mini radio shows, and other forms of digital media.

Standards

This course will use a combination of Common Core Standards for English Language Arts as well as standards from the International Society for Technology in Education (ISTE).

Grade Level

This class could be open for students 9-12, but is most recommended for students 11-12.

Unit 1- Intro to 21st Century Media Literacy (2 weeks)

**ISTE Standards:

Digital Citizenship

- 2a- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b- Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c- Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d- Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Knowledge Constructor

- 3b- Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

**English Language Arts Standards:

- Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- Evaluate how an author's work reflects his or her historical/cultural perspective.
- Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

**Essential Questions:

1. How has media evolved over the century?
2. What are my media rights?
3. What is my digital footprint?

4. How does my consumption of media affect my perception of the world?

<u>Topic 1- Media Evolution</u>
   1. What is Media?
   2. History of Media

<u>Topic 2- Ethical/Legal Issues</u>:
   1. Online User Rights/ First Amendment Rights
   2. Copyrights and Trademarks
   3. Legal Cases

<u>Topic 3- Digital Footprint & Digital Citizenship</u>:
   1. Online Presence
   2. Social Media Impact
   3. Media Evaluation "Fake News"
   4. Website Evaluation

<u>Project Based Assessments</u>:
   1. Digital Google Site Creation
   2. News Article/News/Website Evaluation
   3. Social Media User Self Reflection

Unit 2- Media Literacy Paradigm (3 weeks)
**ISTE Standards:

Knowledge Constructor
- 3a- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b- Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

**English Language Arts Standards
- Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- Evaluate how an author's work reflects his or her historical/cultural perspective.
- Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Essential Questions:
1. Who creates media messages?
2. What values, values, lifestyles and points of view are represented in, or omitted from a media message?
3. Why are media messages sent?
4. How do people interpret media messages differently?
5. What creative techniques are used to attract a consumer's attention?

Topic 1: Five Key Questions of Media Literacy

1. Understanding Media Messages

2. Making a Media Message

Topic 2: Five Core Concepts of Media Literacy

1. Common Media Message Strategies

2. Media Messages and Culture

3. Media Messages and Corporations

**<u>Project Based Assessments</u>:

1. Deconstruction of Advertising (Ad, Commercial, Trailer, PSA, etc.)
2. Commercial Dig Project
3. iMovie Photo Montage/ Introductory iMovie editing

Unit 3- Advertising and Propaganda (3 weeks)

**ISTE Standards:

<u>Empowered Learner</u>:
- 1d- Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

<u>Innovative Designer</u>:
- 4a- Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4d- Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

<u>Computational Thinking</u>:
- 5b- Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

<u>Creative Communicator</u>:
- 6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b- Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 6d- Students publish or present content that customizes the message and medium for their intended audiences.

<u>Global Collaborator</u>
- 7c- Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

**English Language Arts Standards:
- Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- Evaluate how an author's work reflects his or her historical/cultural perspective.
- Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including

fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

● Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience

● Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Essential Questions:

1. How has propaganda been used throughout history?
2. What propaganda strategies are most effective in modern media?
3. How do brands use advertising and marketing strategies to sell products/services?
4. How is writing for the visual media different from writing for print media (electronic journalism)?

Topic 1: Propaganda/Advertising Techniques

1. Historical applications of Propaganda
2. Deconstructing/Analyzing Ads
3. Common Advertising Strategies

Topic 2: Advertising Development

1. Branding
2. Demographics/Psychographics
3. Slogans/Jingles/Logos

Project Based Assessments:

1. Advertisement Campaign Project

Unit 4- TV and Film Analysis (3 weeks)

**ISTE Standards:

Knowledge Constructor
- 3a- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3c- Students curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Creative Communicator
- 6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6d- Students publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator
- 7a- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

**English Language Arts Standards:

- RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Essential Questions:

1. How has TV and film been used to communicate media messages?
2. How can the design of the set contribute to or detract from the success of the project?
3. How do video technologies contribute to the success of a video production?
4. How have messages in TV and film changed over the last century?
5. How do companies use TV and film to send their messages?

Topic 1: Cultural Impact
1. Marketing of TV/Films
2. Product Placement

3. Equity in Advertising

Topic 2: Film Analysis
1. Analysis of techniques and trends in films
2. Cinematography
3. Film Reviews/Critiques

**Project Based Assessments:
1. Film Analysis Essay
2. Video Film Review

Unit 5- Podcasting and Digital Storytelling (3 weeks)

**ISTE Standards:

Knowledge Constructor
- 3a- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3c- Students curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Creative Communicator
- 6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6d- Students publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator
- 7a- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

**English Language Arts Standards:
- RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Essential Questions:
1. How do podcasts convey media messages or create a storytelling experience for the audience?
2. What makes a podcast a form of media?
3. What makes a successful podcast and what steps must a person take to produce one?

Topic 1: Podcast Analysis
1. Marketing of podcasts
2. Podcast genres
3. NPR vs. Niche podcasts

Topic 2: Podcast Creation
1. Analysis of techniques and trends in podcasts
2. Topic selection, script writing, recording
3. Podcast reviews/critiques

**Project Based Assessments:
4. Podcast Review Essay
5. Recorded Audio Podcast

Required Resources (Ideal)

- iMac Computers or MacBooks (2+)
  - *Rationale*: iMac computers contain the essential processing power to create various forms of media effectively. iMacs also contain preloaded video and sound editing software, which detracts from the need to purchase additional programs or licenses.

- Headphones (2+)
  - *Rationale*: Headphones will allow students to view various ads, documentaries, and other files without interrupting their peers' work or instruction.

- Green Screen (1x): Allows students to stage recordings and then edit the background later in iMovie. Could be as simple as a green piece of fabric tacked to the wall.

- Snowball Microphone (2+)
  - *Rationale*: Snowball mics produce clear audio recordings which will allow students to produce various parts of their projects on a semi-professional level.