

Course Title – Current affairs	
Implement start year – 2017-2018	
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Unit # 1, topic – The Role of Modern Media	
Transfer Goal – Students will be able to independently use their learning to analyze and interact with the various forms of modern media in regards to studying the coverage of current affairs. (Department Goals 1, 3)	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2014/final.htm)</p> <p>6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p style="text-align: center;">Common Core Curriculum Standards for Literacy in History/Social Studies (http://www.corestandards.org/)</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/>_ Global Awareness <input checked="" type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/>_ Civic Literacy <input checked="" type="checkbox"/>_ Health Literacy <input checked="" type="checkbox"/>_ Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/>_ Creativity and Innovation <input checked="" type="checkbox"/>_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/>_ Information Literacy <input checked="" type="checkbox"/>_ Media Literacy <input checked="" type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>	<p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Biases influence media coverage. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Media coverage is influenced by external factors. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Media forms are ever changing. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Ethical dilemmas play a role in media coverage. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do one's affiliations impact their media biases? • How does the ownership of a particular media source impact their coverage? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the audience impact media coverage? • How does time (time of year, season, etc.) play a role in media coverage? • How does the media decide on which story to cover when multiple events occur simultaneously? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What constitutes a form of media?

<p><i>EU 5</i></p> <ul style="list-style-type: none"> • The use of social media raises issues of responsible participation by all members of society. 	<ul style="list-style-type: none"> • How does one know when a source is credible? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What ethical issues should be considered when covering a story? • What role does the media play in promoting ethical behavior? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How has modern technology impacted the citizen role in media coverage? • What level of responsibility does the individual assume when he or she participates in social media?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The ways in which biases impact media coverage. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The ways in which audience, time, and story conflicts impact media coverage. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The ways in which the various forms of media have changed and are ever changing. • What constitutes a credible form of media. <p><i>EU 4</i></p>	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Analyze and detect various biases in media coverage. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Explain how time, audience, and story conflict impact media coverage. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Compare and contrast the various forms of media and assess the credibility of each. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Navigate ethical dilemmas in the media and work towards resolution.

<ul style="list-style-type: none"> • The role the media plays in reporting the news. • The ethical issues that should be considered when covering the news. <p>EU5</p> <ul style="list-style-type: none"> • The role played by individual citizens in media coverage. 	<p>EU5</p> <ul style="list-style-type: none"> • Create and respond to social media posts and analyze the content contained in social media coverage.
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Stage 2 – Assessment Evidence

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

- tests
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues

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.*

- Teacher lecture on biases (A)
- Graphic organizer different types of media (A)
- Create a collage that illustrates the major aspects of an important issue or story. (M)
- Students will rank actual news stories in order of importance and headline placement. (M)
- Students will choose a “Story of the Week”, accurately summarize it and provide a rationale for their choice. (A,M)
- Students will compare and contrast how different major news broadcasts or newspapers present the same news story. (M)
- Students will make and defend ethical decisions about reporting the news. (T)
- Individual students will lead a class discussion about a controversial news story. (T)
- Research the 1938 *News Bulletin War of the Worlds* and its effect on broadcasting. Could it happen today? (M)
- Students will research Time Magazine’s nominations for Person of the Year (usually in late November), vote for their choice and provide a rationale for their selection. They can create their own Time Magazine cover. (T)
- Students will vote online at Time Magazine for the most influential people of the year. (usually in early spring) (M)
- Students will evaluate the use of incendiary rhetoric and its use on social media. (M)
- Find examples of parody and satire. Create and perform skits utilizing them. (T)