

**Union County Educational Services Commission
High School Course Syllabus**

Title: Introduction to Media

Timeline: Half Year; 2.5 5 Credits

Course Description:

The focus of this course is for students to become competent, critical and literate in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them. This class will provide a framework for students to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Students will build an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Students will determine the credibility of news and other content, identify types of information, understand bias and how it influences media, and how to develop better critical thinking skills.

Course Outline:

- I. Media in our Society
- II. Bias & Fallacies
- III. Evaluating Information
- IV. Creating Media

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - English Language Arts

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – Introduction to Media (2.5 credits)**

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	5	5	5	5
Topic(s)	Media in Our Society	Bias & Fallacies	Evaluating Information	Creating Media
Essential Question	What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age?	How do our biases affect how we digest and seek media and information?	Should the public be accountable for vetting and evaluating news information?	How have new platforms affected how the public digests media and obtains “the news?”
Big Idea(s)	<p>All forms of media shape society, for good and bad.</p> <p>Quality journalism has rigorous standards designed to produce fair, accurate, and timely information about newsworthy issues and events for the public.</p> <p>Better information makes for better decisions.</p>	<p>Bias in the media is a complex issue.</p> <p>Better information makes for better decisions.</p>	<p>Credible information and knowing how to find credible sources empower individuals.</p> <p>Disinformation can do lasting harm to individuals and society.</p> <p>Better information makes for better decisions.</p>	<p>Better information makes for better decisions.</p>
Standards	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects

	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>
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	<p>significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual</p>
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	<p>with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make</p>	<p>statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and</p>	<p>statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and</p>	<p>evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.SE.9–10.6. Gather</p>
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	<p>strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–</p>	<p>accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. 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.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. 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.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas</p>
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	<p>10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to</p>	<p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to</p>	<p>and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. 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.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating</p>
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Content	<p>History of Media</p> <p>First Amendment</p> <p>Fact or Opinion</p> <p>Coding and Decoding</p> <p>5 Key Questions</p>	<p>Advertising</p> <p>Fallacies</p> <p>Bias</p> <p>Point of View</p>	<p>Propaganda</p> <p>Fake News</p> <p>Misinformation</p> <p>Disinformation</p>	<p>Tools for creating media</p>
Skills	<p>Understand the role of media in our society</p> <p>Differentiate between fact and opinion</p> <p>Evaluate the impact of the First Amendment on media in the United States</p> <p>Identify the different types of information</p> <p>Identify author's purpose</p> <p>Identify what makes a story newsworthy</p>	<p>Identify bias in media</p> <p>Evaluate advertisements for bias and fallacies</p> <p>Understand the role that point of view plays when consuming media</p> <p>Evaluate the purpose of different ads</p> <p>Identify author's purpose</p>	<p>Evaluate different pieces of media (evidence, photos, videos)</p> <p>Use digital verification methods like lateral reading and reverse image search to evaluate information</p> <p>Identify fake news</p> <p>Differentiate between information, misinformation and disinformation</p> <p>Analyze the effects of propaganda and misinformation on groups of people</p>	<p>Create a form of media that demonstrates understanding of skills</p>
Assessments And Projects	<p>Checkology.com</p> <p>Summative Assessment</p>	<p>Checkology.com</p> <p>Summative Assessment</p>	<p>Checkology.com</p> <p>Summative Assessment</p>	<p>Media Creation Project</p> <p>Summative Assessment</p>

