

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Media Literacy

Board Approval Date: October 21, 2021	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): N/A
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
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COURSE DESCRIPTION (Online Course):

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities

in non-traditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. This course is built to state standards and informed by The National Association for Media Literacy Education's Core Principles of Media Literacy Education.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. What is a networked world?	What do we mean by media? How can you “read” or analyze different media, including how to read textual, visual, and auditory information? How did we get to our modern media? What is a blog? What is your media consumption?	*Practice: Reading More Than Words *Practice: Best Blog Ever!	*Project: Eat Your Media! *Unit Test
2. How do you read in a networked world?	What are some of the effects, benefits, and downsides of the way different media present and disseminate knowledge in a collective context? How do new words enter our language? What is the process behind making and spreading news? Why are the ideas of credibility, effectiveness, rhetoric, and tone important in news reporting?	*Practice: My Wikipedia *Practice: Make Your Own Paid Advertisement	*Project: Advertisement Campaign *Unit Test
3. Who are you in a networked world?	What is social media? What does it mean to have a private life when so much personal information is available to the public through social media and other online forums?	*Practice: Online and Off-Line Character Sketches *Practice: Can You Know Me by What I Buy?	*Project: Who Are You in a Networked World? *Unit Test

	<p>How do companies retrieve and use an individual's online information for targeting new customers, customizing preferences, analyzing demographics, and generating additional advertisements?</p> <p>How do we navigate the web and how does our use of the web affect the way we travel, orient ourselves, and locate one another in real, geographical space?</p>		
<p>4. What do you create in a networked world? Part 1</p>	<p>How can you craft your writing both creatively and critically, especially in an online medium?</p> <p>What does journalism in a networked world look like as regular citizens become journalists?</p>	<p>*Practice: Creative Review</p> <p>*Practice: Imagine a World</p>	<p>*Project: Citizen Reporter</p> <p>*Unit Test</p>
<p>5. What do you create in a networked world? Part 2</p>	<p>What are the forms and implications of digital audio, including multimedia presentation and distribution?</p> <p>What are some of the possibilities available for creating and presenting images in a networked format, including still images, animation, and video?</p> <p>What does our development and current use of media mean for the future?</p>	<p>*Practice: A Story in Sounds</p> <p>*Practice: If I Were a Cyberstar, I'd Use My Power To...</p>	<p>*Project: You Create the Future</p> <p>*Unit Test</p>

ESSENTIAL STANDARDS:

The Creative Writing curriculum is aligned with the Common Core Standards, many of which will be emphasized throughout the entire course. Also, the College Board's document entitled, "The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework," was a valuable resource in building this course and should be referred to for further information (see list of resources). The ongoing objectives for this course include:

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading Standards for Literature (grades 9-12) 4, 5, 6

Writing Standards: 2, 3, 4, 5, 6, 8, 9, 10

Speaking and Listening: 1, 4

College and Career Readiness Anchor Standards for Reading: 1-10

College and Career Readiness Anchor Standards for Speaking and Listening: 1, 5, 6

College and Career Readiness Anchor Standards for Writing: 1-10

CCSS READING COMPONENT

Text Analysis

Read and analyze the work of published authors and support responses with evidence from the text.

Analyze how an author's ideas or claims are developed and refined by his organizational and rhetorical choices.

Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS WRITING COMPONENT

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Write routinely over extended time frames and shorter time frames for a variety of specific tasks, purposes, and audiences.

Use the writing process to generate ideas, draft, revise, edit, publish, and present texts.

Utilize different prewriting strategies to explore ideas for developing creative texts.

Create multiple drafts while moving through the writing process.

Utilize appropriate peer-revision strategies to offer criticism and constructive feedback.

Utilize feedback and criticism to improve texts.

Establish, develop, and maintain a writing portfolio for publication, reflection, and self-evaluation

Use technology to produce, publish and update individual or shared writing products, using technology to display information flexibly and dynamically.

Students will learn about the needed structure and discipline of a writer's life as well as career and post-secondary learning possibilities to pursue.

Students will learn about copyright law and how to protect their intellectual property if desired.

CCSS SPEAKING AND LISTENING COMPONENT

Initiate and participate effectively in a range of collaborative discussions with diverse partners on a variety of topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

CCSS LANGUAGE COMPONENT

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.

Demonstrate command of the conventions of standard English grammar and capitalization rules.

Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Arts%20and%20Common%20Core%20-%20final%20report1.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>APEX: Media Literacy</i>		APEX		<i>2019</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A