Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Cycles
Course: Media Literacy
Grade(s): 7th

Course Overview

Provide a written summary of the goals and learning experiences included in this course. Include any prerequisite courses required.

The article "Children, Adolescents, and Advertising" by the American Academy of Pediatrics reveals that the average American adolescent views 40,000 advertisements a year on television alone. This staggering number underscores the need for students to develop an understanding of the persuasive techniques advertisers use, as well as the effects and implications they have on our lives. Given the pervasive integration of advertising in our society, it is now necessary to foster an awareness of its influence in shaping one's perception of themselves and the world. It is only with this understanding that we will be able to remove the blindfold advertising has upon our lives.

However, advertising is not the only challenge posed by the media to our students. Students must also be educated on how to actively read the news and interpret reporting through a critical lens. The internet has increased access to a tremendous amount of perspectives. Some of these points of view are objective, some biased, and others completely false. Our students must learn to evaluate opinions, as they begin to construct their own informed worldview.

The ultimate goal of this cycle is to create an awareness of the influence media has on our students' lives and to promote decision making unburdened by the growing deluge of information they are exposed to on a daily basis.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

List content specific standards here.

Interdisciplinary Standards:

List other relevant content standards here (at least one).

NJSLS English Language Arts Companion Standards 6-8:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences

and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Career Readiness, Life Literacies and Key Skills Standards:

List any CKLA standards here (at least one)

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10: Examine the consequences of the uses of media.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science and Design Thinking Standards:

List any CSDT standards here, if relevant.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.ITH.2: Compare how technologies have influenced society over time.
8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Career Ready Practices (list if relevant)

CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to:

- Understand that the media has a tremendous impact upon the perception of the world and affects our decision-making process when evaluating information we encounter.
- Recognize bias as a great deal of news is reported through a biased perspective.
- Become aware of propaganda safeguards against manipulation and emotional exploitation, empowering us to critically analyze media.
- Understand that propaganda in advertising can create unchecked materialistic desires, but understanding this impact can foster more responsible consumer behavior.
- Think of all perspectives of an issue when developing a personal belief.
- Remember the audience in order to choose the most effective format, style, and organization structure for each piece of writing.
- Understand that the comprehensive nature of branding and a brand's identity involves strategic planning to maintain a brand's reputation and value in the market.
- Analyze brand extensions and partnerships which can expand a brand's reach and impact through new products or collaborations with cobrands.
- Examine the dynamics of global branding which helps with adapting strategies for diverse cultural and economic markets.
- Recognize the role of sustainability in brand management by prioritizing environmental and social responsibility.

- Evaluate methods for measuring brand success by learning techniques to assess the effectiveness of branding efforts and their impact on profitability.
- Analyze and explain the significance of media saturation in our society.
- Understand how constant exposure to media content, across various platforms, influences attitudes, beliefs, and consumption patterns.
- Explore the implications of media saturation on mental health, social interactions, and cultural values, and examine strategies for mitigating its negative effects while maximizing its potential benefits.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Propaganda and Advertising (2 Weeks)

- Who and/or what influences your perception of the world?
- How does the mass media persuade you?
- How can a writing piece's audience affect its tone, style, organization and content?
- How can propaganda techniques be used to enhance a persuasive argument?
- What is the role of propaganda within our political system?

Unit: Product Branding (2 Weeks)

- Who and/or what influences your perception of the brand values.
- How does the brand identity persuade you?
- How can a brand affect an audience tone, style, organization and content?

Unit: Media in Our Society (2 Weeks)

- What is the history of the media?
- How does the media and money influence and persuade viewers ?
- How does product placement affect viewership?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Advertisements (Products, Politics, etc.)
- CNN 10
- Presentation tools including, but not limited to, WeVideo, Canva, Google Slides, Google Sites, etc.

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Class Participation
- Socrative Discussions
- Journal Entries

Summative:

- Advertisement/Infomercial
- Rebranding Project
- Cartoon Creation
- Product Placement or CNN Skit

Benchmark:

- Propaganda and Advertising Quizzes

Alternative:

- Projects can be completed in any format (Video, Slides, Written, Oral)

Suggested Strategies for Modification & Differentiation

Modifications Chart (update for your content area)