

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 5 Title:	Media Literacy	Grade Level(s):	8
Assessed Trimester:	Trimester 3	Pacing:	5 Weeks	Date Created:	7/16/2012	Last Revision Date:	6/19/2014

Course Understandings: <i>Students will understand that effective research involves:</i> <ul style="list-style-type: none">Finding electronic and print resources to answer questions about a topicEvaluating resources to uncover bias and credibilitySynthesizing information to create meaning from multiple perspectives

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
High Priority – Students must know: <ul style="list-style-type: none">8.9.3.3: Delineate and respond to a speaker’s argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.8.9.7.7: Understand, analyze, and use different types of print, digital, and multimodal media.<ul style="list-style-type: none">Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements).Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries). <i>Reapply critical lenses (i.e.: biographical, historical, and reader response) as needed to explore the background of a message.</i>Analyze design elements (such as color, angles, audio, text and subtext, space, movement, etc.) of media productions to observe that media messages are constructed for a specific purpose.	
Medium Priority – Students should know: <ul style="list-style-type: none">8.9.2.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.8.5.7.7: Evaluate the advantages/disadvantages of using different mediums (i.e. print or digital text, video, multimedia) to present a particular topic or idea8.9.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.8.9.8.8: As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.<ul style="list-style-type: none">Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.Publish the work and share with an audience.	
Low Priority – It is nice for students to know: <ul style="list-style-type: none">8.9.2.2: Recognize ethical standards and safe practices in social and personal media communications.	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Evaluate and analyze mass media[l1] through discussion and writing.Compare multiple media messages that exist for the same purpose and analyze which form is most effective.	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Media affects our lives and culture, so it should be critically evaluatedMedia utilizes different formats and genres to promote the same message	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">What is the impact of media in our lives?What impact can I have on media?

Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Recognize ethical standards and safe practices in social and personal media communications. Reasoning - Students will: <ul style="list-style-type: none">Determine credibility of speaker’s message.Evaluate the speaker’s evidence and support.Analyze mass media (i.e. structure, message, bias).Evaluate mass media (i.e. film, television, radio, video games, websites, blogs an advisements).Analyze the purpose and motives (social, commercial, and political) of the information presented in a variety of medial formats.	Skills - Students will: <ul style="list-style-type: none">Identify a speaker’s audience and purpose.Apply lenses (different perspectives) to critically analyze messages in different media.Actively listen and respond by identifying key points.
Common Misunderstandings <ul style="list-style-type: none">Media does not impact me that much.Media does not affect my choices.Media is harmless.	Essential new vocabulary <ul style="list-style-type: none">StereotypeMass mediaBiasRhetorical appeals: ethos, logos, pathos