ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

LITERATURE AND THE MEDIA

Grade(s): 9, 10

Prerequisite(s): None

5 credits

ABSTRACT

This full year, 5-credit course is designed to encourage students to discover distinct and unique aspects of literature and the media. Students' current knowledge base and skill levels as digital citizens of the modern world will be employed. Through the lens of literature, students will be able to view the media and its impact on the world. In addition, students will develop an in-depth understanding of media literacy and the various ways in which society is impacted by technological advancements, media output, and corporate power shifts. Students will learn how notable literary works, including specific novels and plays, reflect society and act as a vehicle for change.

UNIT #: *Unit Title* Number of Days/Weeks	Unit 1: *Social Media* 8 Weeks	Unit 2: *The Newsroom* 8 Weeks	Unit 3: *Bullying in the 21st Century* 4 Weeks
STAGE 1: DESIRED RESULTS *What will students understand as a result of the unit? What are the BIG ideas?*			
ESTABLISHED GOALS: *(NJSLS)*	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.D.2 8.1.12.F.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8

ENDURING UNDERSTANDINGS: *(Students will understand that . . .*	● Interpersonal relationships forming and lasting are dependent on the types of communication available and used.	● As interaction methodology evolves, people must learn how to maintain positive interactions. ● There are important questions of bias to consider when finding and/or providing the news. ● Changing trends in technology can lead to positive and negative societal changes--people must learn to use technology effectively.	● The nature of bullying, both physical and digital, can impact an individual in various ways that may lead to life threatening situations. ● Data may not always be wholly reflective of the truth, as cases of particularly tragic events can go unreported. ● Positive changes can come as a result of raised awareness. ● As technology evolves, it is important to adhere to and practice good behavior in a physical and digital world.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	● How did humans interact and communicate before social media? ● What are the various tools for interaction in the 21st Century? ● How can people better understand the strengths and weaknesses of the social platforms they use? ● How can one best educate an audience of social media users of the potential downfalls inherent to social media?	● What are the different forms of the news in the 21st century? ● What are the dangers of an uninformed, or incorrectly informed, society? ● How does one best reach, influence, and maintain a large audience? ● How can an author shift between different writing styles?	● How are 21st century technologies providing new challenges to overcome? ● What aspects of the most-used social media have a positive impact on interpersonal relationships? Negative impact? ● What resources are available for victims of bullying or violence? ● What does the youth need to know about the effects, both positive and negative, social media has on their lives?

STAGE 2: ASSESSMENT EVIDENCE
What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	● Research communication methods pre- and post- turn of the century. ● Role Play situations where ethical decisions have to be made and communicated pre- and post- turn of the century.	● Investigate how the newsroom relates information to the public. ● Read news stories as presented by different news outlets. ● Study writing techniques of journalism. ● Present findings of bias. ● Present findings of what kind of information is allowed.	● Compile evidence of bullying and its effects on its victims. ● Investigate solutions for bullying in the 21st century. ● Present solutions using evidence from reliable sources.
OTHER EVIDENCE: *(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	● Tests/Quizzes ● Group Work ● Teacher Observation ● Written Work	● Tests/Quizzes ● Portfolios ● Presentations ● Group Work ● Teacher Observation ● Written Work	● Tests/Quizzes ● Presentations ● Group Work ● Teacher Observation ● Written Work

RESOURCES:	● Electronic Media
	● Novels:
	  ○ *Frankenstein*
	  ○ *An Absolutely Remarkable Thing*
	● Media Now
		● Electronic News Magazines
		● Electronic Media
		● Novels and Plays:
		  ○ *Romeo & Juliet*
		  ○ *One Flew Over the Cuckoo's Nest*
		● Media Now
			● Computer Lab
			● Electronic Media
			● Novel:
			  ○ *Americanah*
			● Periodicals

STAGE 3: LEARNING PLAN
What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	• Apply appropriate academic and technical skills. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation.	• Act as responsible citizens. • Communicate clearly and effectively and with reason. • Employ valid and reliable research strategies. • Demonstrate responsible information gathering via news sources.	• Attend to personal health and financial well-being. • Consider the environmental, social and economic impacts of decisions. • Utilize critical thinking to make sense of problems and persevere in solving them.
CROSS-CURRICULAR/ DIFFERENTIATION: *(What cross-curricular (e.g., writing, literacy, math, science, history, 21ˢᵗ century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At-Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **Social Studies:** 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a; 6.1.12.C.14.d • Make connections and understand how time periods influence literature. • Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. • Explain how and why technology is transforming access to education and educational practices worldwide **Science:** HS-ESS3-1; HS-ETS1-3; • Read about problems in the science world: nature,	**Cross-Curricular Connections:** **Social Studies:** 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a • Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. • Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. **Differentiation:** General: • Learning stations • Task cards	**Cross-Curricular Connections:** **Social Studies:** 6.1.12.D.16.c • Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.. **Differentiation:** General: • Task cards • Interviews • Learning Styles Inventory • Anchor Activities Special Education-- Students with IEP/504 Plan: • Provide students with a glossary of key terminology for the examination of bullying.

space, chemistry, medicine, etc.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Differentiation:
General:
- Learning stations
- Task cards
- Learning Styles Inventory
- Literature Circles

Special Education--
Students with IEP/504 Plan:
- Provide modifications as dictated in the student's IEP/504 plan.
- Provide audio or visual on the topics being discussed.
- Provide choices on topic and extended time.
- Let students orally present their ideas on media and the public's right to information

English Language Learners:
- Offer student the opportunity to explore social media platforms in their native language
- Use cooperative grouping.
- Use Google translate when appropriate.

- Interviews
- Literature Circles
- Mini-Workshops
- Anchor Activities

Special Education--
Students with IEP/504 Plan:
- Provide students with anchor charts with look fors to understand media bias.
- Provide modifications as dictated in the student's IEP/504 plan.
- Provide audio or visual on the topics being discussed.
- Provide choices on topic and extended time.
- Provide grouping or peer talk to discuss the big ideas.

English Language Learners:
- Allow students to access native language news sources as a point of comparison for perspective.
- Provide written and oral instructions in a variety of ways.
- Use Google translate when appropriate.

At-Risk Students:
- Present rules and instructions in an informational rather than controlling manner.

- Provide modifications as dictated in the student's IEP/504 plan.
- Provide choices on topic and extended time.
- Provide grouping or peer talk to discuss the big ideas.
- Shorten the assignment length.

English Language Learners
- Use cooperative grouping with "language buddies" for discussions of bullying.
- Provide written and oral instructions in a variety of ways.
- Extend time for completing assignments.
- Use Google translate when appropriate.

At-Risk Students:
- Present rules and instructions in an informational rather than controlling manner.
- Use effort and achievement rubrics based on completion of assignment and main ideas.
- Tie in the events being discussed to real world or publicized examples of bullying
- Promote mastery or challenging tasks as bonuses.

Gifted and Talented Students:
- Create a blog or social media page concerning signs of bullying and positive steps to

	At-Risk Students:	● Give students opportunities to make choices (individually or as a group) on their topics	address it and share with the school community.
	● Present rules and instructions in an informational rather than controlling manner. ● Teach basic skills and concentrate on grammar and punctuation. ● Tie in the events being discussed to those happening now with regard to social media. Gifted and Talented Students: ● Create a blog or social media page about their unit.	● Teach basic skills and concentrate on grammar and punctuation. ● Use effort and achievement rubrics based on completion of assignment and main ideas. Gifted and Talented Students: ● Debate issues with research to support arguments.	● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text.

*WHERETO

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: *Unit Title* Number of Days/Weeks	Unit 4: *Media Conglomerates* 4 Weeks	Unit 5: *Mindfulness in Media* 2 Weeks	Unit 6: *Future of Media* 2 Weeks
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			

ESTABLISHED GOALS: *(NJSLS)*	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8	**English Language Arts** RL.12.1-12.10 RI.12.1-12.10 W.12.1-12.10 SL.12.1-12.6 L.12.1-12.6 **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.1 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8
ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*	● The media is run by major companies around the world that play a significant hand in shaping the media. ● The media may not always portray the whole truth for personal gain.	● There are positive and negative effects of using technology. ● It is important to practice mindfulness in the digital age for the health of mind and for the health of inter-	● The past can be an excellent indicator of the future. ● Changing technologies play an integral part in determining what societies come to deem as acceptable. ● All areas of life will have to continue to change as the

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	● Only deep and thorough research and understanding can provide the best intelligence on what the media peddles.	and intra- personal relationships. ● Everyone is an educator--one must master the content and also master how best to communicate that content to others.	technology dictates, or be faced with the reality of becoming obsolete. ● There is no easy, practical way of halting or reversing human progress with regards to technology.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	● What are the biggest companies in the world, in each different industry? ● Who are the wealthiest owners of these companies? ● What are the various implications of the majority of the information in complete control of a few? ● How do citizens stay aware of which companies are targeting them through their various offshoot companies?	● What are some positive and negative effects of technology consumption? ● How can technology be considered habit-forming behavior? ● What alternative habits can youth in the 21st century form? ● Why should citizens consider practicing mindfulness in the digital age?	● How did others from the past correctly predict the present? ● What new technologies will become available for widespread consumption in the near and distant future? ● How will new technology continue to impact and influence societal norms? ● How can past events allow people to make more educated guesses about the future?
STAGE 2: ASSESSMENT EVIDENCE **What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]**			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)*	● Research the top five companies in each industry. ● Learn effective presentation skills.	● Research self-reflection. ● Practice various mindfulness techniques.	● Appreciate the correct predictions from past authors about the contemporary world.

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(By what criteria will performances of understanding be judged?)	● Present findings of companies' leadership, holdings, and net worth. ● Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	● Understand the positive and negative impact of the abundance of technology. ● Collaborate in groups to form and present a lesson plan.	● Research burgeoning technological advancements. ● Compile data as evidence to support stance. ● Engage in dialogue for feedback on proposals. ● Collaborate in groups to create a future society.
OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	● Tests/Quizzes ● Presentations ● Group Work ● Teacher Observation ● Written Work	● Projects ● Group Work ● Teacher Observation ● Written Work	● Projects ● Group Work ● Teacher Observation

RESOURCES:	• Computer Lab • Electronic News Magazines • Electronic Media • Novel: ○ *The Constant Gardener* • Media Now	• Electronic Media • Media Now	• Electronic Media • Media Now
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	• Apply appropriate academic and technical skills. • Communicate clearly and effectively and with reason. • Consider the environmental, social and economic impacts of decisions.	• Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation.	• Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation.
CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At-Risk, and Gifted and Talented students?)*	<u>**Cross-Curricular Connections:**</u> **Discipline** **Social Studies:** 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a; 6.1.12.C.14.d • Make connections and understand how time periods influence literature. • Explain how and why technology is transforming access to education and educational practices worldwide.	<u>**Cross-Curricular Connections:**</u> **Discipline** **Social Studies:** 6.1.12.C.14.d • Explain how and why technology is transforming access to education and educational practices worldwide. **Differentiation:** <u>General:</u> • Interviews • Learning Styles Inventory	<u>**Cross-Curricular Connections:**</u> **Discipline** **Social Studies:** 6.1.12.C.14.d • Explain how and why technology is transforming access to education and educational practices worldwide. **Differentiation:** <u>General:</u> • Learning Styles Inventory • Literature Circles

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	● Mini-Workshops	● Anchor Activities
Differentiation: General: ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory Special Education-- Students with IEP/504 Plan: ● Provide students with concrete examples of real life conglomerates ● Provide modifications as dictated in the student's IEP/504 plan. ● Provide audio or visual on the topics being discussed. ● Provide grouping or peer talk to discuss the big ideas. ● Shorten the assignment length. English Language Learners: ● Provide students with bilingual glossary of tier 2 vocabulary for units (e.g., conglomerate, monopoly) ● Use cooperative grouping. ● Provide written and oral instructions in a variety of ways. ● Use Google translate when appropriate. At-Risk Students: ● Allow students to examine real world conglomerates,	Special Education-- Students with IEP/504 Plan: ● Provide students with organizers to assist them in tracking their own media consumption ● Provide modifications as dictated in the student's IEP/504 plan. English Language Learners: ● Students will be afforded opportunities to examine media they consume in the language in which they consume it. ● Provide written and oral instructions in a variety of ways. At-Risk Students: ● Students will be given activities (like charting their personal media usage and proposing changes) that are personally relevant. ● Give students opportunities to make choices (individually or as a group) on their topics ● Promote mastery or challenging tasks as bonuses. Gifted and Talented Students:	Special Education-- Students with IEP/504 Plan: ● Students will be provided with audio / visual media discussing future advancements in technology ● Provide modifications as dictated in the student's IEP/504 plan. ● Provide audio or visual on the topics being discussed. English Language Learners: ● Media utilized in class can be subtitled in a student's native language ● Use cooperative grouping. ● Provide written and oral instructions in a variety of ways. At-Risk Students: ● Give students opportunities to make choices (individually or as a group) on their topics concerning the future of media ● Teach basic skills and concentrate on grammar and punctuation. ● Promote mastery or challenging tasks as bonuses. Gifted and Talented Students: ● Conduct further research into emergent media technologies and associated issues.

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	such as Turner and NewsCorp, in action. ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group) on their topics ● Use effort and achievement rubrics based on completion of assignment and main ideas. ● Tie in the events being discussed to those happening now. ● Promote mastery or challenging tasks as bonuses. Gifted and Talented Students: ● Craft arguments on the benefits and/or drawbacks of media conglomerates for a wider audience. ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments.	● Debate appropriate amounts of media usage with research to support arguments.	● Create a plan to solve an issue presented in the class or in a text.

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