SOCIAL STUDIES

Essential Discipline Goals

Trace and evaluate personal and societal media consumption
Identify and use persuasive techniques common in media
Self discovery through analysis and discussion
Develop skills in utilizing media technology
Identify careers in the media industry

MEDIA LITERACY: UNDERSTANDING THE INFORMATION AGE

Elective — Grades 11 and 12

SS.ML.10 Media – what is it?

This unit explores the evolution of media, over time, in content, expectations and results.

SS.MED.10.01   analyze the use of the word Media
     SS.ML.10.01.a   create a definition for the term Media
     SS.ML.10.01.b   categorize the different types of Media
     SS.ML.10.01.c   describe how a media category affects a consumer's expectations
SS.ML.10.02   describe the purposes of media
     SS.ML.10.02.a   utilize a technological media to introduce a fellow student
     SS.ML.10.02.b   describe media techniques to attract and hold attention
     SS.ML.10.02.c   analyze the power of media to fuel emotions through symbols
SS.ML.10.03   examine the five central ideas of media literacy
     SS.ML.10.03.a   messages are constructions
     SS.ML.10.03.b   messages are representations
     SS.ML.10.03.c   messages have economic purposes
     SS.ML.10.03.d   individuals interpret messages differently
     SS.ML.10.03.e   media have unique characteristics
SS.ML.10.04   ask the five critical questions about all media
     SS.ML.10.04.a   who created this message?
     SS.ML.10.04.b   what is the purpose of this message?
     SS.ML.10.04.c   what techniques are used to attract and hold attention?
     SS.ML.10.04.d   what point-of-view is represented in this message?
     SS.ML.10.04.e   what has been left out of this message?
SS.ML.10.05   evaluate the possibility of addiction to different media
SS.ML.10.06   content and materials to achieve this indicator may include: Listing types of media, Mock media interview, What do you love/hate about media? Four box Media, Creating a personal business card, Guess the type of TV show, Tracing the Rodney King riots, Media Walkabout, What grabs you?, J.T.'s World, Snap Cards, Microphones, Video Camera.

SS.ML.20 Advertising

In this unit students will examine the factors that go into buying and selling of products, the interaction of societal norms and changing techniques used in advertising. Students will analyze the content, success and failure of advertising by developing their own.

SS.ML.20.01   describe the purpose of advertising
     SS.ML.20.01.a   explain the factors in the buying decision
     SS.ML.20.01.b   trace the history of Herd Theory
     SS.ML.20.01.c   explain how Herd Theory affects the buying decision
     SS.ML.20.01.d   explain how the subtext of advertising creates norms for society
SS.ML.20.02   analyze advertisers' persuasive techniques influencing the decision to buy
     SS.ML.20.02.a   define and give examples of these terms: implied claim, puffery, eye candy
     SS.ML.20.02.b   identify hidden persuaders in advertising

SS.ML.20.02.c   explain how commercials are designed to appeal to the appropriate target
SS.ML.20.02.d   analyze the target of a television commercial
SS.ML.20.03   identify the different jobs in an advertising agency
SS.ML.20.03.a   trace the development of an advertisement
SS.ML.20.03.b   create an advertisement
SS.ML.20.04   content and materials to achieve this indicator may include: Current Magazines, Newspapers and
                 Television Commercials, Videos: *Why You Buy*, *Hidden Persuaders*, *Nothing in Common, What
                 Women Want*, Text: *Media Wizards* by Catherine Gourley

SS.ML.30 Reality

In this unit students will examine and assess the validity of different media. Determine what
aspects add to or detract from reliability of information.

SS.ML.30.01   explain the techniques used to create credibility in media
SS.ML.30.01.a   evaluate the method consumers use to determine the reality of what is depicted in
                 television, newspapers and film
SS.ML.30.01.b   analyze a television commercial, a television program, a documentary and a film for
                 credibility elements
SS.ML.30.02   trace the development of animation
SS.ML.30.02.a   create an animated story
SS.ML.30.03   trace the development of slapstick comedy
SS.ML.30.03.a   create a slapstick skit
SS.ML.30.03.b   analyze the humor in slapstick
SS.ML.30.04   analyze a hoax for credibility and incredibility
SS.ML.30.04.a   describe the characteristics of trustworthy sources of information
SS.ML.30.04.b   examine websites for reliability
SS.ML.30.04.c   describe the dangers in the inability to determine media reality
SS.ML.30.05   content and materials to achieve this indicator may include: Analyze a hoax, Unit 2: *The Art of
                 Slapstick* and Unit 3: *What's Real and What's Reel* from Assignment Media Literacy (Middle
                 School Curriculum) Text: *The Adventures of Captain Underpants* by Dave Pilke

SS.ML.40 The Business of Media

In this unit students will examine, analyze and describe the business aspects of the media
industry. Students will identify the method of data gathering and evaluate the use of data to
manipulate.

SS.ML.40.01   create a chart in order to persuade
SS.ML.40.01.a   analyze fellow students' media use
SS.ML.40.01.b   analyze national media use
SS.ML.40.01.c   explain how numbers can persuade
SS.ML.40.02   analyze the success of a television program
SS.ML.40.02.a   describe the Nielsen ratings system
SS.ML.40.02.b   predict the future success of a particular television program
SS.ML.40.02.c   rate television programs for content
SS.ML.40.03   compare the monetary success of two films
SS.ML.40.03.a   describe types of careers in the film industry
SS.ML.40.03.b   analyze a film budget
SS.ML.40.04   describe the organization of the media conglomerates
SS.ML.40.04.a   evaluate the positive and negative impact on society of media conglomerates
SS.ML.40.05   content and materials to achieve this indicator may include: The Internet, Classroom Survey,
                 Video: *How Numbers Lie*, *DVD Legally Blonde,* Survey text: *Kids and Media @ the Millennium*
                 by the Kaiser Family Foundation

SS.ML.50 Bias

In this unit students will examine, identify, analyze and evaluate assorted aspects of bias. Student will apply this in creating their own biased version of an event.

SS.ML.50.01   define and analyze the following terms as they relate to media: Stereotype, Racism, Discrimination, Sexism, Bias
SS.ML.50.02   examine the common biases in our world
     SS.ML.50.02.a   analyze cultural bias in fiction
     SS.ML.50.02.b   evaluate education for bias
SS.ML.50.03   describe how advertising creates cultural bias
     SS.ML.50.03.a   evaluate specific advertising for bias
SS.ML.50.04   create a biased account of historical events
SS.ML.50.05   analyze film for stereotypes
SS.ML.50.06   content and materials to achieve this indicator may include: Internet, Cinderella – Grimm's vs. Disney, Create a voice over, Video: *Killing Us Softly 3* by Jean Kilbourne, Native American Controversy in Sport

SS.ML.60 Celebrity

In this unit students will examine the American media's ability to create celebrity, the pros and cons of being a celebrity and what that status means to their demographic. Students will apply this knowledge in the creation of a student celebrity.

SS.ML.60.01   define and analyze the following terms as they relate to media: Celebrity, Hero, Notorious Figure, Role Model
SS.ML.60.02   describe the nature of celebrity
     SS.ML.60.02.a   evaluate the nature of people students believe to be celebrities
     SS.ML.60.02.b   evaluate the goal of being a celebrity
SS.ML.60.03   examine techniques used to create a celebrity image
     SS.ML.60.03.a   create a presentation that shows a fellow student as a celebrity
SS.ML.60.04   content and materials to achieve this indicator may include: Unit 6 : "The Culture of Celebrity" from Assignment Media Literacy (High School Curriculum), The BAG game, People Magazine, Tracing Diana's death: Who's to Blame? The Jerry Springer Show, Music: *Celluloid Heroes* (The Kinks)

SS.ML.70 News media and Politics

In this unit students will compare and contrast the relationship between politics, and news media. The students will analyze the creation of news, the process and agendas that determine what is published or aired, and the potential outcomes of that process. The power of the media in our democratic system will also be evaluated.

SS.ML.70.01   analyze the purpose of news media
     SS.ML.70.01.a   describe the conflicting goals of reporting
     SS.ML.70.01.b   compare print and television news
     SS.ML.70.01.c   describe the difference between thematic and episodic reporting
SS.ML.70.02   explain how bias is created by news media
     SS.ML.70.02.a   explain the role of soundbites in the creation of bias
     SS.ML.70.02.b   explain how profit conflicts with journalistic integrity
     SS.ML.70.02.c   evaluate what becomes news
SS.ML.70.03   examine the role of the news media in American Democracy
     SS.ML.70.03.a   explain the concept of Candidate Mythology
     SS.ML.70.03.b   analyze historical media images
     SS.ML.70.03.c   explain the role of soundbites in image creation
     SS.ML.70.03.d   create a media image for a politician
SS.ML.70.04   content and materials to achieve this indicator may include: Photojournalism, Current Newspapers and TV news, Text: *Media Wizards* by Catherine Gourley, Videos: *Broadcast News, Power*; Unit

3 : "Crime Reporting" and Unit 5 : "The Language of Politics" from Assignment Media Literacy (High School curriculum), The Man from Hope vs. I'm not a crook

SS.ML.80 Media Violence

In this unit students will evaluate the hypothesis dealing with the relationship between action and suggestion in real life violence and media produced violence.

SS.ML.80.01   define and analyze the following terms as they relate to media: violence, aggression, non-violence, contact sport, non-contact sport

SS.ML.80.02   analyze the popularity of professional wrestling

    SS.ML.80.02.a   evaluate the catharsis theory of violence

    SS.ML.80.02.b   compare professional wrestling and gladiatorial combat

    SS.ML.80.02.c   analyze the use of violence / aggression in sport

SS.ML.80.03   describe why violence is shown in the media

    SS.ML.80.03.a   explain Social Learning Theory

    SS.ML.80.03.b   evaluate childhood aggression based on SLT

    SS.ML.80.03.c   analyze violence in song lyrics

    SS.ML.80.03.d   analyze violence in video games

SS.ML.80.04   create a non-violent sporting event for the 21st Century

SS.ML.80.05   evaluate the effect on media's portrayal of violence on American culture

SS.ML.80.06   content and materials to achieve this indicator may include: Unit 5 : "Entertainment Warriors" from Assignment Media Literacy (Middle School curriculum) Videos: *Understanding the Impact of TV / Movie Violence*

SS.ML.90 Media Literacy Projects

After completing the first four units (approximately first Term) and again at the end of the Semester, a project that show application of the topics must be researched, compiled and presented.

SS.ML.90.01   Term Project – The student will create and present an in depth look at a media subject of the student's choosing using media technology. From the three main topics covered to this point in the course, Consumers and Advertising; Reality; and the Business of Media, select a particular aspect to research further. This will be presented to the class.

    SS.ML.90.01.a   the student and teacher will mutually determine answers to the following:

        I will select my topic by. . . .

        I will have my information completed by . . .

        I will present in class . . ..

    SS.ML.90.01.b   criteria to score the Term Project should include the following (suggested point distribution):

Use of an effective attention getter (10); reach the target audience of sixteen to eighteen year olds (10); use at least two technologies (or media) at some point in the presentation (20); use some visual stimulation (20); chart or present some information graphically (15); follow effective speaking techniques (25).

SS.ML.90.02   Semester Project – The student will create and present an in depth look at a media subject of the student's choosing using media technology. In addition to the three main topics of Consumers and Advertising; Reality; and the Business of Media, from the first term, Bias, Celebrities, and News media & Politics have also been studied. Choosing a different topic from the Term Project, select a particular aspect to research further. This will be presented to the class and to another group outside of class.

    SS.ML.90.02.a   the student and teacher will mutually determine answers to the following:

        I will select my topic by. . . .

        I will have my information completed by . . .

        I will present in class. . . ..

        I will present to the other group

SS.ML.90.02.b   criteria to score the Term Project should include the following (suggested point distribution):

Use of an effective attention getter (10); reach the target audience of sixteen to eighteen year olds (10); use at least two technologies (or media) at some point in the presentation (20); use some visual stimulation (20); chart or present some information graphically (15); follow effective speaking techniques (25).