Danville District #118
Sophomore English - Media Literacy Unit
Curriculum and Scope and Sequence

Overview

The purpose of this unit, which has been designed as three mini units to be spread throughout the school year, is to help students learn to critically analyze various media messages, conduct rhetorical analyses of media messages, craft and share their own effective media messages, and reflect on how media impacts communities. This unit has been designed to meet Illinois' requirement that every public high school include a unit of instruction on media literacy beginning with the 2022-2023 school year. According to Illinois Public Act 102-0055, "'Media literacy' means the ability to access, analyze, evaluate, create, and communicate using a variety of forms, including, but not limited to: print, visual, audio, interactive, and digital texts."

The unit and mini units have been designed to pair with the following StudySync units: The Power of Communication, How Media Messages Impact Communities, and Media Across Generations. Thus, students' investigation of media literacy will be tied to and will bridge from the approved sophomore curriculum.

Each mini unit will focus on an aspect of community, with each mini unit serving as a wider and wider lens for students to consider the idea of community. In Mini Unit 1, students will start to focus on personal community by analyzing social media. They will consider their own use of social media, personal branding and marketing, and viral social media messages. In Mini Unit 2, the lens will widen so that students have the opportunity to analyze how media messages impact the school community. Students will craft a short message for/about the school community to persuade or create change. There will be student choice for the product: an infographic, social media-style post, etc. In Mini Unit 3, the lens will widen even further to the Danville community with students partnering with local businesses.

The unit will culminate in students being assigned a locally-owned business. They will conduct on-site interviews with the owners and customers about how the business makes an impact in the community. Students will specifically focus on how locally-owned businesses make a positive impact across generations and reflect positively on the community. Students will then use this information and pictures they take on site to craft an advertisement that positively showcases the business and what it has to offer multiple generations in the community.

Essential Questions

1. Why do words matter?
2. What does it mean to be a critical and responsible user, consumer, and producer of media?
3. How does media impact communities?

Standards

ELA CCSS RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**ISTE** 1.2 Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. 1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 1.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
I-SAIL Standard 2: Analyze, evaluate, create, and communicate using a variety of objective forms responsibly, including, but not limited to, print, visual, audio, interactive, and digital formats.	**AASL** Inquire: Learners approach the world from an inquiry stance. Think: Learners ask questions rooted in prior knowledge and curiosity. Create: Learners strive to make meaning and create new knowledge using an inquiry process. Share: Learners share designs, solutions and evidence with peers and authentic audiences. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Objectives

1. Identify and discuss *the purpose of media messages and how they are constructed*.
2. Identify and discuss *explicit and implicit media messages*.
3. Identify and discuss *values and points of view that are included and excluded in the media*.
4. Discuss *how the media may influence ideas and behaviors*.
5. Access and recognize *the importance of obtaining information from multiple media sources*.
6. Analyze various media messages to determine how purpose, audience, context, and media influences others.
7. Evaluate the effectiveness of media messages.
8. Create effective and balanced media messages.
9. Communicate and share media messages ethically and responsibly.

Note: The italicized portions are quoted directly from the requirements listed in Illinois Public Act 102-0055.

Mini Unit 1 – The Power of Media Messages (2 weeks)

STANDARDS	OBJECTIVES	ACTIONS/ACTIVITIES	RESOURCES
I-SAIL 2 AASL Inquire RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8	1. Conduct rhetorical analyses of media messages. [Obj. 1] 2. Identify bias in different types of media messages. [Obj. 2, 3, 5] 3. Utilize note-taking to break down media messages. [Obj. 7]	1. Analyze various types of media messages (print, advertisements, social media) 2. Cornell notes – teacher shows example with teacher notes, then students practice and compare it to teacher's note, then students do it on their own (use the notes to prep socratic seminar) 3. Discuss (socratic seminar) rhetorical analysis as a large group and in small groups 4. Practice analyzing personal branding of others 5. Students analyze their own personal brand, craft an effective personal brand (fake social media account)	● "The Letter from Birmingham Jail" (from StudySync) ● "Is Texting a Sign of Laziness?" (from StudySync) ● Find videos on rhetorical analysis (logos, ethos, pathos) ● Viral social media messages ● Personal branding

Mini Unit 2 – How Media Messages Impact Communities (2 weeks)

STANDARDS	OBJECTIVES	ACTIONS/ACTIVITIES	RESOURCES
RI.9-10.5-8 W.9-10.6 ISTE 1.2 ISTE 1.3 ISTE 1.6 I-SAIL 2 AASL Inquire AASL Create AASL Share AASL Engage	1. Identify the purpose of a media message. [Obj. 1] 2. Analyze the intention of a media message and identify bias. [Obj. 3, 4, 5] 3. Reflect on messages to determine how you feel and what you want to accomplish (responsibility vs. responding). [Obj. 9] 4. Discuss the implications of various types of responses to media messages. [Obj. 2, 3, 4, 6, 7] 5. Respond to a message in an ethical and responsible way. [Obj. 8, 9] 6. Craft effective messages to persuade an audience. [Obj. 8] 7. Adapt your voice as audience changes [Obj. 8]	● Practice analyzing school branding ● Students craft a message for/about school community to persuade or create change	● School Branding

Mini Unit 3 – Using Media to Communicate Across Generations (4 weeks)

STANDARDS	OBJECTIVES	ACTIONS/ACTIVITIES	RESOURCES
RI.9-10.5-8 W.9-10.6 ISTE 1.2 ISTE 1.3 ISTE 1.6 I-SAIL 2 AASL Inquire AASL Create AASL Share AASL Engage	1. Analyze video messages for purpose, audience, and context. [Obj. 6] 2. Write substantive interview questions to help gather information from multiple sources. [Obj. 5] 3. Conduct in-person interviews across generations. [Obj. 5] 4. Gather research from multiple media sources. [Obj. 5] 5. Write a script that synthesizes the information learned from research and interviews. 6. Create a storyboard that makes use of multimodal elements to plan for a video advertisement. [Obj. 8] 7. Create a video advertisement that makes use of multimodal elements to communicate a balanced viewpoint. [Obj. 8] 8. Share a video advertisement, making use of ethically sourced information, and share that information responsibly. [Obj. 9]	• Rhetorical analysis of videos • Interviews • Script • Storyboard • Video • Share video	• Danville videos • Sample in-person videos • Sample interview questions

Final project description: Students will work in groups and will be assigned to a local business. They will conduct on-site interviews with the owners and customers about how the business makes an impact in the community. Students will specifically focus on how locally-owned businesses make a positive impact across generations and reflect positively on the community. Students will then use this information and pictures they take on site to craft an advertisement that positively showcases the business and what it has to offer multiple generations in the community. (Idea: Ask business owners if they'd give interviewees coupons for participating)