

**Media Literacy (Master)**

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September 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<b>Advertising Unit</b>  <b>CEQs:</b> <ul style="list-style-type: none"> <li>• <b>How are individuals affected by advertising?</b></li> <li>• <b>What are the current forms of advertising?</b></li> <li>• <b>What are the propaganda techniques used in advertising?</b></li> <li>• <b>Propaganda techniques</b></li> <li>• <b>Bias and motivation</b></li> </ul>	<b>Advertising Unit</b> <ol style="list-style-type: none"> <li>1. Define various propaganda techniques used in advertising</li> <li>2. Provide examples of propaganda techniques</li> </ol>	<b>Advertising Unit</b> <p><b>LT1:</b> I can analyze information to determine a source's relevance and credibility.</p> <p><b>LT2:</b> I can select material that is relevant to my main ideas.</p> <p><b>LT3:</b> I can paraphrase, summarize, and directly quote sources that support my ideas.</p> <p><b>LT4:</b> I can construct my works cited page and page setup in MLA format.</p>	<b>11.7.1.1</b>  <b>11.7.6.6</b>  <b>11.7.7.7</b>  <b>11.9.2.2</b>  <b>11.9.7.7</b>	<b>Advertising Unit</b> <p>CFA= Class practice sessions on SB identifying propaganda.</p> <p>CSA= Test</p>	<b>Advertising Unit</b> <ol style="list-style-type: none"> <li>1. Internet advertisements</li> <li>2. Propaganda Power Point</li> <li>3. <i>Sell &amp; Spin: The History of Advertising</i> video</li> <li>4. The Persuaders video</li> <li>5. Advertising and the End of the World video</li> <li>6. <i>The Truman Show</i></li> </ol>

<p><b>Censorship Unit</b> </p> <p><b>CEQs:</b></p> <ul style="list-style-type: none"> <li>• <b>What makes up a totalitarianism society?</b></li> <li>• <b>How do theme and symbolism contribute to a work of literature?</b></li> <li>• <b>How does censorship play a role in current society?</b></li> </ul> <p><b>Writing</b> </p> <ul style="list-style-type: none"> <li>• <b>How does totalitarianism work in other aspects of society?</b></li> <li>• <b>What themes from the book can be identified in our society?</b></li> </ul>	<p><b>Censorship Unit</b></p> <ol style="list-style-type: none"> <li>1. Explain plot</li> <li>2. Analyze symbolism within novel</li> <li>3. Identify themes</li> <li>4. Compare totalitarianism (utopia/dystopia) in different works</li> <li>5. Generate opinions about TV influence</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Format a works cited page</li> <li>2. Include specific ideas, logical organization, and proper conventions in an essay.</li> </ol>	<p><b>Censorship Unit</b></p> <p><b>LT1:</b> I can independently comprehend literature.</p> <p><b>LT2:</b> I can determine theme, author's purpose, or main idea in a literary work.</p> <p><b>LT3:</b> I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p><b>LT4:</b> I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p><b>Writing</b></p> <p><b>LT1:</b> I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p><b>LT2:</b> I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p><b>LT3:</b> I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p><b>LT4:</b> I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p><b>LT5:</b> I can improve my work by revising content and editing writing</p>	<p><b>Standards</b></p> <p><b>11.4.1.1</b></p> <p><b>11.4.2.2</b></p> <p><b>11.4.3.3</b></p> <p><b>11.4.4.4</b></p> <p><b>11.7.1.1</b></p> <p><b>11.7.2.2</b></p> <p><b>11.7.4.4</b></p> <p><b>11.7.5.5</b></p> <p><b>11.7.6.6</b></p>	<p><b>Censorship Unit</b></p> <p>CFA= Study guides, small group activities, video guides.</p> <p>CSA= Final test &amp; quizzes.</p> <p><b>Writing</b></p> <p>CFA= Analysis of sample papers, peer review, and teach conference.</p> <p>CSA=Final paper.</p>	<p><b>Censorship Unit</b></p> <ol style="list-style-type: none"> <li>1. <i>Fahrenheit 451</i> or similar content</li> <li>2. "Harrison Bergeron" video and article</li> <li>3. Ray Bradbury and <i>Fahrenheit 451</i> Power Point</li> <li>4. <i>The Matrix</i></li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. MLA Handbook</li> <li>2. Checklist</li> <li>3. Sample paper</li> </ol>
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<p><b>Current Media Issues Unit</b> </p> <ul style="list-style-type: none"> <li>• What are current types of manipulation/propaganda used in the media?</li> <li>• What are issues of violence in the media?</li> <li>• What are issues of gender in the media?</li> <li>• Can you identify the pros and cons of your topic?</li> </ul>	<p><b>Current Media Issues Unit</b></p> <ol style="list-style-type: none"> <li>1. Evaluate gender stereotypes</li> <li>2. Identify violent medium</li> <li>3. Criticize reality TV and movies</li> </ol>	<p>so it is free of punctuation, capitalization, and usage errors.</p> <p><b>Current Media Issues Unit</b></p> <p>LT1: I can extend the appeal of my work so it goes beyond functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a variety of target audiences. (SPECIFY FOR DIFFERENT LEARNING TARGETS</p> <p>LT2: I can select material that is relevant to my main ideas.</p> <p>LT3: I can paraphrase, summarize, and directly quote sources that support my ideas.</p> <p>LT4: I can integrate source material smoothly into my own writing.</p> <p>LT5: I can construct my works cited page, in-text citations, and page setup in MLA format.</p>	<p>11.4.1.1</p> <p>11.5.1.1</p> <p>11.5.3.3</p> <p>11.5.5.5</p> <p>11.5.6.6</p> <p>11.5.7.7</p> <p>11.7.1.1</p> <p>11.7.6.6</p> <p>11.7.8.8</p> <p>11.9.2.2</p> <p>11.9.3.3</p>	<p><b>Current Media Issues Unit</b></p> <p>CFA= Small group evaluation of media articles, large group discussion of media issues, video analysis of current trends / media concepts.</p> <p>CSA= Class presentation.</p>	<p><b>Current Media Issues Unit</b></p> <ol style="list-style-type: none"> <li>1. Internet research</li> <li>2. Newspaper articles</li> <li>3. Media books</li> </ol>
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