

Course Outline

High School District

 Developed at: MVHS

Title: <u>Examining Diversity Through Media Studies</u> Transitional* <u> </u> (Eng. Dept. Only) Sheltered (SDAIE)* <u> </u> Bilingual* <u> </u> AP** <u> </u> Honors** <u> </u> Department: <u>English</u> Grade Level (s): <u>11-12</u> Semester <u> </u> Year <u>X</u> Year of State Framework Adoption <u> </u>	This course meets graduation requirements: <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Elective	<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Department/Cluster Approval</td> <td style="text-align: right;">Date</td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> <tr> <td style="text-align: right;"><u> </u></td> <td style="text-align: right;"><u> </u></td> </tr> </table>	Department/Cluster Approval	Date	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):
C or better in English 9 & 10 *and*
C or better in World History

2. Short description of course which may also be used in the registration manual:

The purpose of this course is to provide students with the opportunity to practice and improve their analytical and writing skills through the study of how issues associated with diversity are represented in media. This course is designed so that students will become proficient in analyzing various types of media including texts, music, images, advertisements, television, and film. Each module will challenge students to explore how media continues to shape beliefs about race, class, ethnicity, gender, and national origin. This is an intensive writing, text-based course aimed at enriching the experience of textual literacy and expository, critical and analytical writing through multiple media and genre. The approach to the various media will be interpretive, analytical, comparative, and critical from a cultural, social, and historical point of view. Through daily reading, expository writing, written and oral reflection on the material, and essay driven assessments, students will demonstrate an

understanding of the construction of meaning through media and how they reflect and create culture, via unique and collective expression.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

This course integrates the ESLRs (SLOs) by combining using the skills of reading, writing and using evidence to support a thesis. The course prepares students to read and write at a college level, better preparing them for college and career. The class also promotes students to develop a see themselves as participants in a global society.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

Additional efforts, techniques and methodologies used to meet the needs of ELL students include the pairing or partnering of ELL students with bilingual advanced students open to assisting struggling or challenged students. Additionally, when available, ELL students will be provided with learning materials in their native language. Lastly, since the course has day to day objectives in place, SIOP model practices will be implemented, such as posting daily learning objectives in written form for the entire class to see.

5. Describe the interdepartmental articulation process for this course:

Because this course meets the district's expectations for an Ethnic Studies elective, the skills and content are intended to be interdepartmental. Students will be able to utilize the reading, writing, listening, and speaking skills across content areas. There are direct connections in this course between ELA, history, government, and economics courses. Students will regularly use technology in order to research, produce, and present information for each of the course modules. They will utilize applications and software that will be applicable in any college or career position. Additionally, the focus on media design and analysis draws from skills developed in all arts-based classes.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

The content of this course focuses on the construction of argument through media messages. Students will practice analyzing the creation and expression of ideas through media design, which is applicable to many fields including graphic design, film making, television producing, music production, etc. Several guest speakers will come to talk about their role in the development of media and their role as community members exploring issues like racism. The skills that students will develop through collaboration, project-based learning, close reading, and argumentative writing will also benefit them for any career opportunity.

Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

N/A

B. Supplemental Materials and Resources:

Module 1 -

Center for Media Literacy. <http://www.medialit.org/>

Johnson, Allan. (2001). *Power, Privilege, and Difference*. Boston, MA: McGraw-Hill. (Chapters 1-2).

Module 2 -

Teaching Tolerance. "The Power of Words."

Sun, C.-F., Picker, M., Fordham, M., Mizell, L., Berkower, R., Inouye, N., & Media Education Foundation. (2002). *Mickey Mouse monopoly*. [videorecording] Northampton, MA: Media Education Foundation.

Giroux, Henry. (1995). *Animating Youth: The Disnification of Children's Culture*.

http://www.henryagiroux.com/online_articles/animating_youth.htm

Guo, Jeff. Researchers have found a problem with 'The Little Mermaid' and other Disney movies. <https://www.washingtonpost.com/news/wonk/wp/2016/01/25/researchers-have-discovered-a-major-problem-with-the-little-mermaid-and-other-disney-movies/>

Zipes, Jack. (1999). *Breaking the Disney Spell*. In Ed. Maria Tatar, *The Classic Fairy Tale*. New York, NY: W. W. Norton & Company, pp. 332-352.

Module 3 -

Anzaldua, Gloria. *La Frontera/Borderlands*. (excerpts)

Coates, Ta-Nehesi (2015). *Between the World and Me*. New York : Spiegel & Grau (Chapter 1 excerpt)

Facing History Facing Ourselves - Facing Ferguson: News Literacy in a Digital Age

Freire, Paulo. (1970). *Pedagogy of the Oppressed*. New York, NY: Continuum. (Chapters 1-2)

Perez, William. (2009). *We ARE Americans: Undocumented Students Pursuing The American Dream*. Sterling, VA: Stylus Publishing. (excerpts)

Module 4 -

Maus, Fred. (2011). "Music, Gender, and Sexuality." In Martin Clayton, Trevor Herbert, and Richard Middleton, eds. *The Cultural Study of Music: A Critical Introduction*, Routledge, 2011, pp. 317-329.

Roper, E. A., & Polasek K. M. (2014). Gender, sports, and popular culture. In Eds. Leavy, P., & Trier-Bieniek, A., *Gender and Pop Culture*. Rotterdam: Sense Publishers.

Trier-Bienek, A., & Pullman, A. (2014). From Lady Gaga to consciousness rap: The impact of music on gender and social activity. In Eds. Leavy, P., & Trier-Bieniek, A., *Gender and Pop Culture*. Rotterdam: Sense Publishers.

Module 6 -

Basu, B., Broad, K. R., & Hintz, C. (2013). Introduction. In B. Basu, K. R. Broad, & C. Hintz (Eds.), *Contemporary dystopian fiction for young adults: Brave new teenagers* (pp. 1-15). New York, NY: Routeledge.

Collins, S. (Producer), & Ross, G. (Director). (2012). *The hunger games* [Motion picture]. United States: Lionsgate.

Reeve, P. (2011). The worst is yet to come. *School Library Journal*, 57(8), 34-46.

Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and Latcrit theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36(3), 315-320.

Westerfeld, S. (2011, Apr. 15). Teenage wastelands: How dystopian YA became publishing's next big thing. (Web log). Retrieved from: <http://www.tor.com/blogs/2011/04/teenage-wastelands-how-dystopian-ya-became-publishings-next-big-thing>

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Computer and LCD projector
- Access to Chromebooks/laptops
- Access to headphones and AV recording device

8.

Objectives of Course

The purpose of “Examining Diversity through Media Studies” is to provide students with the opportunity to practice and improve their analytical and writing skills through the study of how issues associated with diversity are represented in media. This course is designed so that students will become proficient in analyzing various types of media including texts, music, images, advertisements, television, and film. Each module will challenge student to explore how media continues to shape beliefs around race, class, ethnicity, gender and national origin. This is an intensive writing, text-based course aimed at enriching the experience of textual literacy and expository, critical and analytical writing through multiple mediums and genres. The approach to the various media will be interpretive, analytical, comparative, and critical from a cultural, social and historical point of view. Through daily reading, expository writing, written and oral reflection on the material, and essay driven assessments, students will demonstrate an understanding of the construction of meaning through media and how they reflect and create culture, via unique and collective expression.

Unit detail including projects and activities including duration of units (pacing plan)

Semester 1

Module 1 - Media Literacy & Society (4 weeks)

This introductory module will acquaint students with key concepts associated with media literacy, which include the ability to access, analyze, interpret, and create various media types. The objectives in this unit are to examine the foundations of media literacy and some essential questions, which include:

- Who created this message?
- What creative techniques are used to attract my attention?
- How might different people understand this message differently than me?
- What values, lifestyles and points of view are represented in, or omitted from, this message?
- Why is this message being sent?

Students will work in groups to evaluate each of these questions more deeply using materials created by the Center for Media Literacy (<http://www.medialit.org/>). When answering these questions, students will develop tool kits for evaluating various types of media. Students will also read Chapters 1 and 2 from Allan Johnson's *Power, Privilege, and Difference* in order to frame their thinking about society, power structures, and identity.

Key Assignment #1- Students will write a 500 word analytical response focusing on an advertisement (print, digital, or video) focusing on audience, techniques, and message. This essay will allow students to apply academic terminology associated with media literacy.

Module 2 - Stereotypes & Identity (7 weeks)

In this module, students will use curriculum developed by Teaching Tolerance to explore the meaning of identity and evaluate the way stereotypes are created and reinforced through media. Lessons from "The Power of Words" curriculum emphasize the influence of language on constructions of identity, specifically related to race, class, gender, sexuality, and ability. After students have developed a common language to discuss stereotypes and identity, they will practice analyzing stereotypes in Disney stories. Students will read several articles including Giroux's "Animating Youth", Goa's "Researchers have found a problem with *The Little Mermaid* and other Disney films" and Zipes's "Breaking the Disney Spell" about the effects of Disney films on children and issues of race, class, religion, and gender. Students will also view a documentary called *Mickey Mouse Monopoly* and evaluate the interpretations, point of view, argument, and evidence used to construct the main argument about the way Disney represents and challenges stereotypes.

Key Assignment #2 - Students will write a 1000 word analytical response to the representation of race and gender in one Disney film. This close study will require students to evaluate the narrative structure, language use, and animated visuals to evaluate dominant ideologies and power structures. Students will be required to incorporate evidence from articles read as a class as well as evidence collected from independent research.

Module 3 - Race and Nationalism (7 weeks)

In this module, students will evaluate the role of news media in construction of race and ethnicity in the United States. There are two major sections within this module: the experiences of African Americans and the Black Lives Matter Movement and the experiences of Latinas/os and the effects of nativism on immigration policy. Using the lens of news media will allow students to evaluate various aspects of rhetoric used by journalists in print, on television, and online. First, students will use readings and activities developed by Facing History Facing Ourselves in the unit titled, "Facing Ferguson: News Literacy in a Digital Age." Students will also engage in a Socratic Seminar about excerpts from Ta-Nehesi Coates's *Between the World And Me*. This challenging text incorporates elements of history, popular culture, and sociology through a journalist's eyes. Second, students view the film *Precious Knowledge*, which is about the controversial ethnic studies curriculum in Arizona. Coupled with readings by William Perez (about undocumented students), Paulo Freire (about education), Gloria Anzaldúa (about Latina identity), students will evaluate the role education has played in policies discriminating against Latinas/os. These readings highlight the importance of literacy in the formation and expression of identity. Students will also evaluate the visual culture of political cartoons by artists like Lalo Alcaraz. Students will use a visual analysis tool to evaluate the images, text, style, and rhetoric embedded in political cartoons.

Key Assessment #3 - Students will choose one specific event that has been represented in news media to analyze over five days. They will collect a series of articles, news clips, and images to compare and evaluate how multiple news media transmit the event through a racial lens. Students will create a digital portfolio analyzing each text selected and construct a 750 word editorial evaluating the effectiveness, breadth, and depth of the media coverage.

Semester 2

Module 4 - Gender & Sexuality (7 weeks)

In this module, students will evaluate the way gender and sexuality are expressed in sports and music. Sports and music icons represent images of power, status, and wealth, who have the ability to reinforce or challenge stereotypes. There is a need to evaluate the ways in which sports and music provide opportunities for people to simultaneously challenge the status quo while perpetuating traditional gender roles. First, students will view the documentary *Not Just A Game* about the role of politics in sports culture. Students will compare the popularity of certain sports and their impact on beliefs of gender and race, including issues like desegregating baseball and Title IX. Accompanying the film is an essay titled "Sports, Gender, and Pop Culture" that highlights the history of gender constructs in sports, how sports television affects gender stereotypes, and representations of gender in sports print advertisements. Second, students will read an overview of gender and sexuality in music by Fred Maus. This work provides a brief history of how gender and sexuality in music have been studied. Students will also evaluate the impact music has had on gender and social activity through an essay titled, "From Lady Gaga to Consciousness Rap." Students will use ITVS's documentary "Hip-Hop: Beyond Beats and Dreams" to evaluate representations of gender and sexuality in hip hop. Students will also evaluate the intersection of race, gender, and sexuality looking for examples where stereotypes are reinforced and where artists challenge the status quo through their lyrics and music videos. They will use a critical listening guide developed by Teaching Tolerance for their analysis.

Key Assignment #4 - In groups, students will create an annotated soundtrack including songs that specifically deal with the issue of gender and race in the United States. Each group will have options with regards to the format of the final product, but each group will give a 15 presentation about their findings and lead the class in an analysis of at least one music video.

Module 5 - Case Study Research (5 weeks)

The final module will require students to identify one particular aspect of media studies to explore more deeply. This might include a particular kind of media or an issue associated with race or gender in society. A primary goal for this module is that students are able to utilize research tools such as database searchers, boolean logic, and citation creators. Additionally, the module will allow students to synthesize multiple perspectives in order to construct a cohesive overview of a research question(s). The research project will be scaffolded so that students are expected to meet benchmarks through the process including develop research questions, conducting research, creating an essay outline, and writing multiple drafts.

Key Assignment #5 - Students will construct a 1500-word essay based on a research question they develop. Emphasis will be placed on synthesizing multiple perspectives gathered from academic sources, essay format, and accurate citations.

Module 6 - Resistance and Empowerment (6 weeks)

Students will begin this unit by analyzing the topics of resistance and activism by reading Bernal and Solorzano's article, "Examining Transformational Resistance." Students will also view the first film in *The Hunger Games* series. This exploration of dystopian fiction highlights how collectivization and resistance are represented in popular culture. Students will evaluate the power structures within the dystopian world and also discuss the impact dystopian stories have on readers/viewers. Students will read several articles about dystopian fiction, youth cultures, race and gender: Reeves's "The worst is yet to come," Westerfeld's "Teenage wastelands" and an introduction to *Contemporary Dystopian Fiction for Young Adults*. The focus for this module will be in using what the students have learned over the course of the year to develop a sense of possibility through the construction of knowledge. Dystopian fiction uses the nature of democratic and political engagement to encourage participants to actively seek ways of improving social conditions.

Key Assignment #6 - Individually or in groups, students to engage in a participatory approach to media studies by creating their own counter-narrative project. Students will identify a type of media and social issue in order to develop a project that exhibits their active participation in constructing knowledge.

Instructional Methods and/or Strategies

- Use of multimedia to engage students film adaptations, short films, documentaries, web-based activities, and other media that focus on delivering visual literacy information to the students. Students watch examples of films throughout the course to internalize themes relevant to units of teaching and discussion.
- In class writing drills to improve the students' writing and brainstorming ease.
- Group and whole-class discussions to foster communication and deepen understanding. These include structured academic discussions to engage all students.
- Direct and explicit instruction, including modeling of writing techniques and analysis application.
- Group work (whole and small) to foster collaboration and discussion of concepts and literary works, and to encourage students to learn from each other.
- Oral presentations preparing students to speak confidently and coherently.
- Structured questions to address specific components of literature, writing, film, and comprehension.
- Peer editing to foster growth and confidence in the craft of writing.
- Literary analysis journals to develop analytical and critical thinking skills.
- On-line research to uncover background information and assess credibility of sources.
- Power-Point or Prezi presentations to deliver material alongside lecture format, for review, and for student presentations.

Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)

- CCSS.ELA-LITERACY.RH.11.12.1 – Cite specific evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-LITERACY.RH.11.12.3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.
- CCSS.ELA-LITERACY.RH.11.12.6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- CCSS.ELA-LITERACY.RH.11.12.8 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11.12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA.WHST.11-12.1 – Write arguments focused on *discipline specific content*.
- CCSS.ELA.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA.WHST.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA.WHST.11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA.LITERACY.SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA.LITERACY.SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make information decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- C3FRAMEWORK.D4.3.9-12 – Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- C3FRAMEWORK.D4.6.9-12 – Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- C3FRAMEWORK.D4.7.9-12 – Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Student performance standards

Students will earn grades through active participation and mastery of the course objectives. Grades will be earned using the following scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

Evaluation/assessment/rubrics

- *See Unit Pacing for major assignments, projects, and essays.*

Include minimal attainment for student to pass course

In order to earn credit and meet a-g requirements, students must earn a 70% or better in this course. Students can do this by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning.