Madison Public Schools
Digital Citizenship and Media Literacy

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Course Overview

Description

Digital Citizenship and Media Literacy guides students through the broad world of media focusing on how to effectively navigate the digital world while critically assessing media sources. Students will perform academic and practical research to identify, analyze, and deconstruct media structure, tendencies, techniques, bias, censorship, and propaganda. This course will foster digital citizens and 21st century learners by educating students on how to respectfully and responsibly interact with social media and instructing them on how to contribute meaningful content in a digital space. Digital Citizenship and Media Literacy will encourage students to question and analyze what they watch, hear, and read. Students will develop the communication, analytical, critical thinking, and digital skills necessary to be positive global citizens.

Students will be guided through the broad world of media, focusing on learning the following:
- How to effectively navigate the digital world
- How to critically assess media sources
- How to efficiently perform academic and practical research
- How to respectfully and responsibly interact with social media
- How they might eventually contribute meaningful content in a digital space

Goals

This course aims to:
- Teach students how to use the CRAAP test (Currency, Relevance, Authority, Accuracy, and Purpose) to determine the validity of sources
- To teach students skills to have confidence in their abilities to navigate media resources and understand the media they consume
- Develop an appropriate vocabulary to comprehend a variety of media based challenges and use that vocabulary develop critical analytic strategies
- Foster digital citizenship by introducing students to necessary 21st century skills to participate fully digital community both respectfully and responsibly
- Define media literacy and assist students in detecting bias, censorship and propaganda
- Develop skills necessary to create meaningful content in a digital space

Materials

Core: Commonsense.org, American Press Institute, Mediasmarts.ca,
Supplemental: Medialiteracynow.org, digitalcitizenship.org Crash Course Digital Information, PBS.org, allsides.com, Five C's of Critical Consuming, TedED, New York Times.

Resources

Suggested activities and resources page

Benchmark Assessments

Benchmark assessments will be given at the end of each unit and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners
(Gifted and Talented Students, English Language Learners, Students with
Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence
(Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Media Literacy in the 21st Century	2
2	Digital Citizenship and Digital Literacy	3
3	Detecting Media Bias	2
4	Social Media and Incestuous Amplification	2
5	Practical Applications- turnkey to their social media	3

Unit 1 Overview

Unit Title: Media Literacy in the 21st Century

Unit Summary:
This unit will introduce students to media literacy and assist them in understanding that media literacy is more than just the ability to consume media. Students will identify the variations of media and discuss how each presents a unique challenge. Students will develop an appropriate vocabulary to comprehend a variety of media based challenges and use that vocabulary develop critical analytic skills. Students will learn the importance of verifying sources and understanding how to manage the ever growing challenge of web based falsities.

Suggested Pacing: 8 Lessons

Learning Targets

Unit Essential Questions:
- What is media?
- How do you define media literacy?
- What new challenges has the 21st century presented in understanding media literacy?
- How do you appropriately navigate the media you consume?
- How do you determine the validity of sources and why is this skill so vital?

Unit Enduring Understandings:
- Media literacy is the process of critically evaluating the content that a person receives or creates.
- It is necessary to question and analyze everything you watch, hear, and read.
- Currency, relevance, authority, accuracy, and purpose should be consistently considered when determining the validity of sources.
- The 21st century has made it easier for anyone to create media which has presented new challenges when assessing and digesting news and entertainment.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as: a Media Log, Vocabulary Check, and begin application of the CRAAP criteria, which will continue through the rest of the semester.

Summative Assessment: Students will develop a Google Slides presentation to share with the class which demonstrates their understanding of the CRAAP test practices on a current events issue of their choosing.

Alternative Assessment: Students will design an informational poster to provide students and teachers of Madison High School with a summary of the CRAAP standards to reference as they navigate the internet.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Define media literacy and identify all the variations of media in the 21st century.	Media literacy is the process of critically evaluating the content that a person receives or creates. Media Literacy allows you to digest, analyze, and create content. Media encompasses all of the following: television, radio, newspapers, social media, blogs, vlogs. web apps, websites, video games, magazines, books, advertising. Vocabulary: Media, Literacy, Media Literacy	Media Log: Students will create a media log or journal. They will record all the media they consume from the moment they wake up until the moment they go to sleep. Students will then consider how many different variations they consume in one day and how their media consumption would compare to students from previous decades/centuries.	6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period. 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. CRP2. Apply appropriate academic and technical skills.
Students will demonstrate an understanding that it is necessary to question and analyze all sources.	Modern technology has made it so easy to create professional looking media. This has made it necessary to question and analyze sources. Vocabulary: Fake News	Fake News: Students will be asked to answer an opinion based question on a current event. They will have to use sources provided to them by the teacher. The teacher will intentionally plant fake sources. Students will be asked to present their opinion using evidence from the sources. This will demonstrate how easy it is to fall susceptible to fake news in the 21st century.	RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CRP4. Communicate clearly and effectively and with reason. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Students will display an ability to critically evaluate sources.	How to critically evaluate sources. Currency, relevance, authority, accuracy, and purpose should be consistently considered when determining the validity of sources. Vocabulary: Currency, relevance, authority, accuracy, purpose.	CRAAP Sheets: Teacher will lead students in using the CRAAP test to evaluate a source. Students will then use the CRAAP Test to evaluate the validity of 3 sources on a specific topic.	CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Unit 2 Overview

Unit Title: Digital Citizenship and Digital Literacy

Unit Summary: As we spend more and more time using the internet for both information and news gathering, it is increasingly important to have the skills to assess and develop a high level of digital literacy as we use navigate the web. The internet is an extremely powerful tool, but it is also a dangerous and unregulated space. Using John Green's Crash Course Navigating Digital Information videos, students will delve into the ways in which they can become more digitally literate and better digital citizens. Students will also work together to determine, using both professional advice and practical discussion, a set of ethics with which to guide their use of social media and their navigation of the internet in general.

Suggested Pacing: 12 Lessons

Learning Targets

Unit Essential Questions:
- How do we evaluate digital media in a responsible and reliable way?
- How do we break out of our news and social media bubbles?
- Most information in our feeds is there for engagement, not truth. How do we get to truth?
- How do we create a code of digital ethics that will keep us safe online?

Unit Enduring Understandings:
- Students will learn how to fact check using the internet.
- Students will learn how to read laterally using the internet.
- Students will learn how to decide who to trust using the internet.
- Students will learn how to use Wikipedia properly using the internet.
- Students will learn how to evaluate evidence using the internet.
- Students will learn how to evaluate photos and videos using the internet.
- Students will learn how to evaluate data and infographics using the internet.
- Students will learn how to practice "click restraint" to search the internet.
- Students will learn how to understand what is in their social media feed and how to manage that.
- Students will work together to develop a practical and useful code of ethics with which to navigate the digital world.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as: class discussions and note taking worksheets to evaluate student understanding of the concepts involved, graded discussions regarding ethical behavior online, and a class set of rules for using the internet and social media.

Summative Assessments: Students will create a Google Slides presentation of the knowledge they have acquired to advertise the class code of ethics.

Alternative Assessments: Students will create a poster to advertise the class code of ethics.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Students will begin to develop skills to use the internet to effectively assess the information on the internet.	The internet is an incredibly useful and powerful tool. It is also a place of rampant inaccuracies and dangerous people. It is important to learn to navigate that space safely.	Class discussion: Students will have an opening teacher-guided discussion about how to navigate the internet, and what tools they have acquired so far to do so. This will be an opportunity to reinforce the CRAAP standards.	6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period. CRP2. Apply appropriate academic and technical skills. CRP11. Use technology to enhance productivity. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Students will demonstrate an understanding that it is necessary to question and analyze all sources, and apply the techniques laid out in John Green's Navigating Digital Information videos.	Modern technology has made it so easy to create professional looking media. There are important steps to take to determine a source's validity. Vocabulary: lateral reading Click restraint	Students will watch and apply the John Green Crash Course videos to corresponding Google worksheets that the teacher will provide. Students will be given a group of websites and information that they have to assess and determine the accuracy of the presented information.	RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CRP4. Communicate clearly and effectively and with reason. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Students will demonstrate an understanding that it is critical to have a code of ethics with which to navigate the digital world.	Students use of social media has long lasting repercussions for their lives. It is important to figure out how to behave responsibly online in every forum and then apply that code of behavior to all of their internet interactions.	Students will work together as a class to develop and internet code of conduct which they will then apply to their interactions online. We will have a followup class discussion a few days later to see if the way students are interacting online has shifted as a result of our code of conduct.	8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Unit 3 Overview

Unit Title: Detecting Media Bias

Unit Summary:
21st century technology has made it easier than ever for people to consume, create, and share media. Although there are many benefits to this, it has made it more difficult to detect media bias. Students will learn that detecting bias is vital and understand that the media has the power to influence the way society thinks and acts. This unit will provide students with the skills and vocabulary needed to detect media bias and be a critical consumer of media. Students will begin by defining bias and consider the reasons why bias might exist in media. Students will identify and define the various ways in which the media uses bias. Students will build on their understanding of media and digital literacy to discuss the role of subjectivity and perception in media consumption.

Suggested Pacing: 8 Lessons

Learning Targets

Unit Essential Questions:
- What is bias?
- Why might bias occur in media?
- What are the different ways in which bias occurs?
- How can you identify media bias?
- How to protect yourself against media bias?
- Can bias sources still have value as we analyze media?

Unit Enduring Understandings:
- Bias is prejudice, either in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
- Media bias is commonly presented in the following ways: By word choice or tone, selection or omission, placement, photos, names and titles, numbers, headlines.
- Bias exists for a number of reasons: increased profit, limited standards for source based reporting, perception, to create a narrative that persuades an audience.
- Media has the power to use bias to influence the way society thinks and acts.
- Seeking out multiple sources is the responsibility of all media consumers in order to understand multiple perspectives and develop an independent opinion on an issue.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as: vocabulary check, Bias evaluation worksheet, website comparison and evaluation chart.

Summative Assessments: Students will create their own biased work in the form of their choosing: blog, vlog, commercial, political cartoon, op-eds, etc. They will be required to use two or more examples of bias in their work. They will present their finished product to the class. The class will then identify the bias used in the presentation.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Understand the concept of bias and identify the various types of bias in the media.	Bias is prejudice, either in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Often unsupported claims. Media bias is commonly presented in the following ways: By word choice or tone, selection or omission, placement, photos, names and titles, numbers, headlines. Vocabulary: Bias, connotation, subjectivity, perception	Students will complete a graphic organizer demonstrating their understanding of the various types of bias in the media. Students will also refer back to John Green's Crash Course videos regarding evaluating evidence, photos and video, and data and infographics.	9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. CRP11. Use technology to enhance productivity.
Discuss various reasons why bias exists in the media.	21st century technology (blogs, vlogs, etc.) have allowed for media content that presents only the authors opinion. According to the American Press Institute "one-sidedness, has become a successful business model". Bias is used to create narrative and can be used to make an issue more relatable. Vocabulary: Subjectivity, perception, narrative,	Students will compare and contrast the webpages of CNN, Fox News, and MSNBC. Students will examine the homepage "headlines" and the political content and identify bias.	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. RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.
Demonstrate an ability to work with biased materials.	It is necessary to seek out multiple sources to identify and understand media bias. Understanding stereotypes is also vital in understanding bias and influence. Certain media is created for a specific demographic and often plays to the generally accepted concepts of this group. Bias isn't inherently nefarious, bias often give stories life and can be the root of important investigative journalism.	Students will work in pairs on a bias evaluation worksheet to identify bias on a single topic on a number of media platforms. Students will consider among other questions: ● how these sources could be misleading? ● how has stereotypes informed this bias or vice versa? ● Who is the intended audience? ● What is the author trying to accomplish?	6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. CRP2. Apply appropriate academic and technical skills. CRP7. Employ valid and reliable research strategies.

Unit 4 Overview

Unit Title: Social Media and Incestuous Amplification

Unit Summary:
Social media is arguably the most commonly form of media by Americans in the 21st century. According to the Pew Research Center, 68% of Americans get their news from social media, even if they are not confident in its accuracy. Social media has become a 21st century phenomenon with many benefits but also many pitfalls. In this unit students will learn how to navigate social media responsibly by discussing the positives and negatives, approriate use, and incestuous amplification. Students will learn how platforms such as Facebook, SnapChat, Twitter, Instagram, Reddit, and more shape opinion and pose numerous challenges in the battle against misinformation and misleading bias.

Suggested Pacing: 8 Lessons

Learning Targets

Unit Essential Questions:
- Does social media do more harm than good?
- How does social media shape opinion?
- How has social media shaped your own opinion?
- How can we defend against incestuous amplification?
- What does responsible social media use look like?

Unit Enduring Understandings:
- Social Media forms opinion through incestuous amplification.
- Incestuous Amplification is the reinforcement of set beliefs among like-minded people, leading to miscalculations and errors in judgment.
- Social Media is an incredibly powerful resource that can be used for positive or negative purposes.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as: vocabulary check, graphic organizer, Beat the Algorithm - social media activity,

Summative Assessments: Students will demonstrate their understanding of social media and incestuous amplification in a classwide graded discussion.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Identify and discuss the benefits and challenges posed by social media in the 21st century.	Social media has connected us, increased exposure for entrepreneurs and artists, but has also led to an increase in cyberbullying, anxiety, isolation, and incestuous amplification.	Students will create a log to demonstrate perception vs. reality. They will develop a list of what they think/wished they used social media for vs. what they actually use social media for. They will discuss with classmates whether or not social media is benefiting them or harming them.	8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.
Discuss how social media forms opinion using incestuous amplification.	Social media forms opinion by creating a vacuum in which we receive information. Social media such as Facebook, Twitter, and others use algorithms to discover what we like and give us more of what they assume we want. This could be helpful in some cases but when it comes to developing opinion this keeps us close minded and often underinformed. The purpose of social media is to engage, not to inform. Vocabulary: Incestuous amplification	Break the Algorithm - Students have created a Twitter account specifically for this course. To this point they have only followed politicians and media entities from one side of the political aisle and have tracked the suggested reading and follows Twitter has provided. They will then attempt to break the algorithm by following politicians and media entities from "across the aisle". Students will continue to track Twitter's suggestions. This will be vital information for answering one of our graded discussion questions.	8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Demonstrate appropriate use of social media.	Social Media should be a platform to share information while creating community. However, it is often about disinformation, and hardening worldviews.	Use the class created twitter account to advertise a school related event in a positive and responsible manner.	8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. CRP1. Act as a responsible and contributing citizen and employee.

Unit 5 Overview

Unit Title: Practical Applications and Developing Content - Final Project turnkey to their social media

Unit Summary:
In this final unit students will be using the knowledge gained from the duration of this class to complete their final project. Students will survey their peers to assess current student media literacy and digital citizenship. Based on the results of the survey, students will identify issues regarding their peer group's knowledge base, and then create PSAs to address some of those concerns. Students will create a "turn-key" PSA using the media of their choice to demonstrate an understanding of media literacy and digital citizenship.

Suggested Pacing: 12 Lessons

Learning Targets

Unit Essential Questions:
- How can you help others be responsible digital citizens?
- What are the crucial takeaways from this class? What do your friends need to know?
- How do you create media that teaches but also appeals to the teenage sensibility?
- How do you create content for digital media in a responsible and factual way?

Unit Enduring Understandings:
- In order to be a responsible citizen in the 21st century, we all need to have skills that allow us to be media literate and good digital citizens.
- It is important, when creating media, to consider your audience, and engage that audience, but do so in an accurate and responsible way.
- To create effective media, it is important to create content that will be available across the spectrum of digital sources so that multiple demographics can access that information.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as: Project checklist, research survey, progress conference.

Summative Assessments: Students will develop a "turn-key" PSA using the media of their choice to demonstrate an understanding of media literacy and digital citizenship.

Objectives (Students will be able to…)	Key Concepts (Students will know…)	Suggested Assessments	Standards (NJSLS)
Collect empirical data to inform students of a problem or shortcoming in the peers' understanding of how to navigate the internet and social media.	Surveys and polls can provide researchers with insight into a problem and better inform them on how to approach a solution.	Students will survey their peers to assess current student media literacy and digital citizenship.	8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. CRP7. Employ valid and reliable research strategies.
Use what they have learned to "turn-key" information to their peers.	It is important, when creating media, to consider your audience, and engage that audience, but do so in an accurate and responsible way.	Students will develop a "turn-key" PSA using the media of their choice to demonstrate an understanding of media literacy and digital citizenship.	8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile) CRP11. Use technology to enhance productivity.