

ACQUIRING WISDOM THROUGH MEDIA 11/12

DISTRICT NAME: Surrey

COURSE NAME: Acquiring Wisdom through Media

DISTRICT NUMBER: No. 36

GRADE LEVEL OF COURSE: 11/12

DEVELOPED BY: Michelle Fatkin and Chelsea Campbell

NUMBER OF COURSE CREDITS: 4

DATE DEVELOPED: July 18, 2011

NUMBER OF HOURS OF INSTRUCTION: 115 hours

SCHOOL NAME: Guildford Park Secondary School

PREREQUISITE(S): Student must be enrolled in Grade 11 or 12

PRINCIPAL'S NAME: Mr. Andrew Holland

BOARD/AUTHORITY APPROVAL DATE: TBD

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED: Class set of dictionaries, television, VCR, DVD player, In-Focus projector, overhead projector, and flipchart paper.

BOARD/AUTHORITY SIGNATURE: TBD

COURSE SYNOPSIS

In this course, we want students to understand that media is not simply entertainment. Rather, we want them to see that they can acquire wisdom through observing the stories, situations, and messages in the media. Through a focus on film, television, and television commercials, this course will provide students with the skills to critically analyze the media around them. We have designed our course thematically into eight units: Introduction to Media, Growing up Is Hard to Do, Gender Stereotypes, Sexuality, Exceptionalities, Ageism, Bullying, and Racism. Each of these themes is integral to the daily lives of teenagers, and this course will hopefully provide them with wisdom about these issues so that they may better negotiate the high school culture, develop and defend their opinions, and gain wisdom that will carry them into adulthood. Each unit will incorporate text analysis, audience, and production, giving the students a broad knowledge-base and comprehensive experience in media studies.

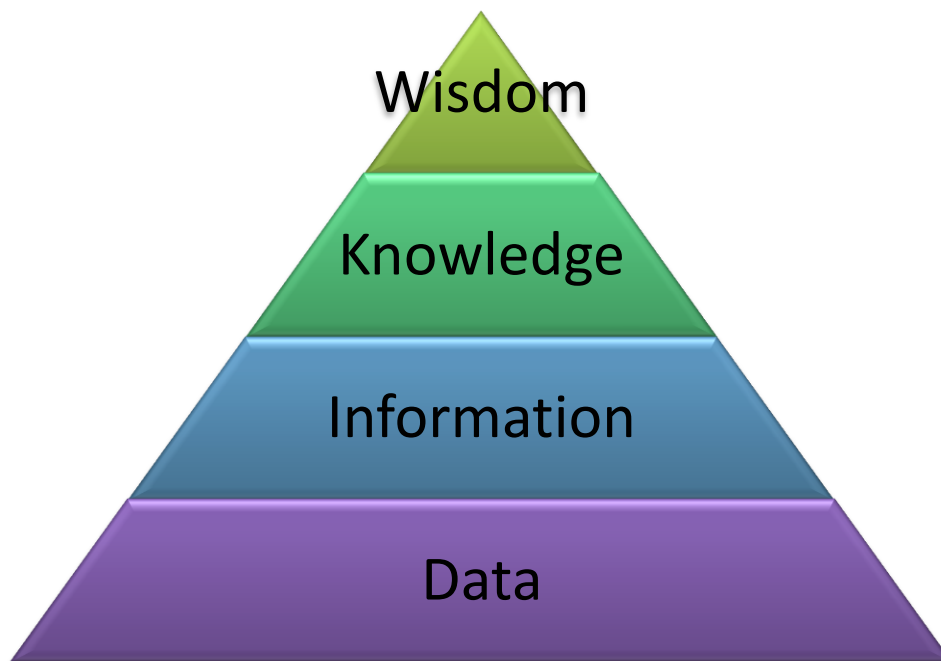
PHILOSOPHY AND RATIONALE

More than ever, teenagers are being bombarded with various forms of media and their messages. As a result, they need to learn to be critical about the ideas and values that are presented to them. We feel that the cross-curricular outlines in the existing IRPs do not do an adequate job of incorporating media studies into the curriculum, and therefore propose that our course, Acquiring Wisdom through Media 11/12, be approved to fill this void in education.

The Eddie Dick Triangle is central to our course philosophy. We believe that text analysis, audience, and production are all crucial to a media course, and therefore, each unit includes all three components. Many of our learning outcomes are similar in each unit because we want to consistently reinforce these skills. However, since each unit has a different theme, these skills will be reviewed in unique ways with new assignments and projects.

Cary Bazalgette also helped guide our philosophy. Throughout our course, we will aim to include the six key aspects of media education: agency, category, technology, language, audience, and representation. These aspects will help provide a framework for our students through which to analyze the films, television episodes, and commercials shown in class. Our course will also be guided by Pat Clarke’s framework for teaching controversial issues. By examining what the issue is about, what the arguments are, what is assumed, and how the arguments are manipulated, we hope to provide students with a clear procedure and strategy for thinking about the sensitive, difficult, and controversial issues.

The knowledge triangle (see below) is another key component in our course philosophy. Instead of having the students work at the data, information, and knowledge levels, as they do in many other courses, our focus is on wisdom and on higher order thinking skills. We want the material to be relevant, memorable, and meaningful for our students, and we believe that in order to accomplish this, we must go beyond basic data and information acquisition. Hopefully, this course will teach them the critical analysis skills that will aid them in all facets of life, and equip them with wisdom that will help them develop their opinions and identities.



ORGANIZATIONAL STRUCTURE

UNIT	TITLE	TIME (hrs)
Unit 1	Introduction to Media	10
Unit 2	Growing up Is Hard To Do	15
Unit 3	Gender Stereotypes	15
Unit 4	Sexuality	15
Unit 5	Exceptionalities	15
Unit 6	Ageism	15
Unit 7	Racism	15
Unit 8	Bullying	15
TOTAL:		115

UNIT DESCRIPTIONS

Our course is comprised of eight units which are grouped thematically. Text analysis, audience, and production are included in each unit.

UNIT 1: INTRO

UNIT SYNOPSIS: This unit introduces film, TV and video advertisements as the three types of media to be analyzed throughout this course. It creates a foundation of critical analysis techniques and media literacy vocabulary that will be necessary for appropriate academic conversation during the following seven units. Further emphasis will be placed on defining who is and what are the media, trends in media, and the topic of media studies as a whole.

MEDIA RESOURCES:

- ❖ Modern Family
- ❖ The Social Network
- ❖ Understanding Media Literacy – Youtube
- ❖ Media in the 21st Century - Youtube

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p>TEXT ANALYSIS</p> <p>Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the interpretation of film, TV, and advertisements by different societal groups ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence,</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose

psychology, social function	<ul style="list-style-type: none"> ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
PRODUCTION Considers distribution, legality, codes and practices, ownership, control, finance, technology	<ul style="list-style-type: none"> ❖ Understand the concentrated nature of the media industry through independent research and presentation ❖ Use various media for research (eg: the internet, newspapers, business periodicals, etc.) ❖ Create media arts images using a variety of designs strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: ❖ Alter the meaning of images and film ❖ Reflect and/or contradict cultural influences ❖ Develop images that simultaneously challenge more than one sense

UNIT 2: GROWING UP IS HARD TO DO

UNIT SYNOPSIS: This unit deals with issues that plague teenagers: crystallizing one’s identity, being a student, alcohol and drug abuse, relationships with parents, friendship, dating, and teen pregnancy.

MEDIA RESOURCES:

- ❖ Freaks and Geeks
- ❖ Glee
- ❖ The O.C.
- ❖ Juno
- ❖ The Breakfast Club
- ❖ No Smoking Day Commercial – UK
- ❖ “Let’s Stay Focused on the Positive” Anti-Smoking Commercial

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

TEXT ANALYSIS Considers denotation, connotation, codes, genre, ideology and values, commodity,	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing adolescent issues. ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about adolescent issues ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks
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<p>intertextuality</p>	<ul style="list-style-type: none"> ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p>PRODUCTION</p> <p>Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme (for example, a PSA on teen pregnancy for fellow teenagers) ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about adolescent issues - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Create a media artwork for a specific audience ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of materials, media arts technologies, and processes to create images ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense

UNIT 3: GENDER

UNIT SYNOPSIS: This unit deals with gender stereotypes and will ask students to identify and attempt to deconstruct societally constructed gender norms.

MEDIA RESOURCES:

- ❖ Gone With The Wind
- ❖ Girlfight
- ❖ Billy Elliott
- ❖ Legally Blonde
- ❖ Disney's Robin Hood
- ❖ Bring It On

- ❖ Infomercials: Magic Bullet, the Gazelle
- ❖ Budweiser beer commercials
- ❖ Olay Ribbons body wash commercial
- ❖ Dove for Men body wash commercial

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p style="text-align: center;">TEXT ANALYSIS</p> <p style="text-align: center;">Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing gender issues. ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about gender issues ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p style="text-align: center;">AUDIENCE</p> <p style="text-align: center;">Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p style="text-align: center;">PRODUCTION</p> <p style="text-align: center;">Considers distribution, legality, codes and practices, ownership, control,</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Critically analyze film media for purpose, assumptions, hidden and explicit messages, and potential consequences of watching the film ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about adolescent issues - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Create a media artwork for a specific audience ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and

finance, technology	design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of media arts technologies and design strategies to create a series of images to counteract gender stereotypes ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Critically analyze film media for purpose, assumptions, hidden and explicit messages, and potential consequences of watching the film
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UNIT 4: SEXUALITY

UNIT SYNOPSIS: This unit deals with sexuality, and will ask students to investigate the representations of heterosexuality, homosexuality, and bi-sexuality in the media.

MEDIA RESOURCES:

- ❖ Philadelphia
- ❖ Boys Don't Cry
- ❖ Modern Family
- ❖ Glee
- ❖ Will and Grace
- ❖ America's Next Top Model
- ❖ Hyundai Accent 2012 commercial
- ❖ Kokanee Beer commercials (with Kokanee girls)

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p>TEXT ANALYSIS</p> <p>Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette's six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing sexuality ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about sexuality ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
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<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p>PRODUCTION</p> <p>Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme (for example, a PSA on teen pregnancy for fellow teenagers) ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about sexuality - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Create a media artwork for a specific audience ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of materials, media arts technologies, and processes to create images ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense

UNIT 5: EXCEPTIONALITIES

UNIT SYNOPSIS: This unit deals with exceptionalities, and will ask students to investigate the representations of people with physical and mental disabilities, as well as intellectual giftedness, in the media.

MEDIA RESOURCES:

- ❖ Front of the Class
- ❖ X-Men
- ❖ Rain Man
- ❖ A Beautiful Mind
- ❖ Big Bang Theory
- ❖ Glee
- ❖ The R-word PSA
- ❖ Disability Means Possibility - Commercial

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p>TEXT ANALYSIS</p> <p>Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing exceptionalities ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about exceptionalities ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p>PRODUCTION</p> <p>Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Create a media artwork for a specific audience ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about exceptionalities - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme (for example, a PSA on less publicized exceptionalities) ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of materials, media arts technologies, and processes to create images ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense

UNIT 6: AGEISM

UNIT SYNOPSIS: This unit will investigate ageism, as many teenagers experience ageism when seeking employment. Conversely, they might be advantaged through their fitness, technological knowledge, or other skills, and observe the perpetration of ageism against older individuals. This unit will help them identify ageism and analyze its representation and perpetration through the media, particularly advertisements.

MEDIA RESOURCES:

- ❖ The Curious Case of Benjamin Button
- ❖ Nights in Rodanthe
- ❖ The Office
- ❖ America's Next Top Model
- ❖ Cover Girl Queen Collection commercial
- ❖ Olay Anti-Aging Cream commercial
- ❖ Viagra commercials

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p>TEXT ANALYSIS</p> <p>Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette's six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing ageism ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about ageism ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach

<p style="text-align: center; font-weight: bold; margin: 0;">PRODUCTION</p> <p style="margin: 0;">Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<p>a specific audience or achieve a specific purpose</p> <ul style="list-style-type: none"> ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme (for example, a PSA on teen pregnancy for fellow teenagers) ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about ageism - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Create a media artwork for a specific audience ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of materials, media arts technologies, and processes to create images ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense
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UNIT 7: BULLYING

UNIT SYNOPSIS: This unit will investigate bullying at all ages, but will focus on the teenage years. Key topics discussed through media will be identification of bullies, reasons for bullying, prevention, warning signs, and how to get help.

MEDIA RESOURCES:

- ❖ Pay It Forward
- ❖ For the Birds
- ❖ Mean Girls
- ❖ Glee
- ❖ Bully Beatdown
- ❖ Words Hurt – Bullying Commercial
- ❖ Anti-Bullying Ad - Youtube

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p style="text-align: center; font-weight: bold; margin: 0;">TEXT ANALYSIS</p> <p style="margin: 0;">Considers denotation,</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing bullying ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about bullying ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions
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<p>connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p>PRODUCTION</p> <p>Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about bullying - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Use a variety of materials, media art technologies, and processes to create images ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to: <ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense

UNIT 8: RACISM

UNIT SYNOPSIS: This unit deals with racism in TV, film, and advertisements. It focuses on the genocide of Jewish people during the Holocaust, the struggles of African American people in the United States to gain equality, and the prejudices that have erupted since 9/11 against Arab individuals.

MEDIA RESOURCES:

- ❖ Crash
- ❖ Remember the Titans
- ❖ Schindler's List
- ❖ 24
- ❖ Super Cell

- ❖ Aladdin
- ❖ KFC commercials
- ❖ Old Navy commercial

CURRICULUM ORGANIZERS:

- ❖ Text analysis
- ❖ Audience
- ❖ Production

LEARNING OUTCOMES:

Our learning outcomes are organized around the three components of a media course: text analysis, audience, and production.

<p>TEXT ANALYSIS</p> <p>Considers denotation, connotation, codes, genre, ideology and values, commodity, intertextuality</p>	<ul style="list-style-type: none"> ❖ Use Cary Bazalgette’s six key aspects to analyze media film, TV, and advertisements ❖ Compare the effect of film, TV, and advertisements in addressing racism ❖ Analyze the ethical, moral, and legal considerations associated with using media arts technology to send messages about racism ❖ Identify roles that film, TV, and advertisements have in reflecting, sustaining, and challenging beliefs and traditions ❖ Analyze how content and purpose influence the content and form of media artworks ❖ Explain personal interpretation of and preferences for film, TV, and advertisements ❖ Critique the use of the visual elements and principles of art and design in film, TV, and advertisements ❖ Compare the application of particular visual elements and principles of art and design in film, TV, and advertisements ❖ Analyze how materials, media arts technologies, and processes are used to affect the meaning of images
<p>AUDIENCE</p> <p>Considers culture, gender, textual competence, psychology, social function</p>	<ul style="list-style-type: none"> ❖ Relate the design of media arts images to content and function ❖ Create a media artwork for a specific audience ❖ Apply appropriate materials, media arts technologies, and processes to achieve their intent in media artwork ❖ Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose ❖ Use vocabulary appropriate to audience and purpose ❖ Consider audience in the analysis of media arts technologies ❖ Use and experiment with elements of style, form, and conventions appropriate to purpose and audience
<p>PRODUCTION</p> <p>Considers distribution, legality, codes and practices, ownership, control, finance, technology</p>	<ul style="list-style-type: none"> ❖ Create media arts images using a variety of design strategies and image resources to reach a specific audience or achieve a specific purpose ❖ Use a variety of media arts technologies and design strategies to create a series of images focusing on one subject or theme (for example, a PSA on teen pregnancy for fellow teenagers) ❖ Create images using media arts technology that: <ul style="list-style-type: none"> - Defend values and traditions about racism - Reflect the characteristics of other artists, movements, and periods - Reflect historical and contemporary themes ❖ Create a media artwork for a specific audience ❖ Use media arts technology to create images that demonstrate particular visual elements and principles of art and design ❖ Use media arts technology to manipulate selected visual elements and principles of art and design in order to:

	<ul style="list-style-type: none"> - Alter the meaning or effect of images - Reflect stylistic or cultural influences ❖ Use a variety of materials, media arts technologies, and processes to create images ❖ Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner ❖ Develop images that simultaneously challenge more than one sense
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INSTRUCTIONAL COMPONENT

The instructional components are the same for all units:

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|---|--|
| <ul style="list-style-type: none"> ❖ Direct instruction ❖ Indirect instruction ❖ Experiential learning ❖ Peer instruction ❖ Independent learning ❖ Pair, small group, and large group work ❖ Demonstrating/Modeling ❖ Brainstorming ❖ Cooperative learning strategies (i.e. jigsaw, four corners, three-step interview, think-pair-share, placemat, carousel, stations, etc.) ❖ Journaling/Free-writing | <ul style="list-style-type: none"> ❖ Problem-based learning ❖ Web quests ❖ Case studies ❖ Concept attainment ❖ Research-based learning ❖ Debates ❖ Field trips ❖ Learning Logs ❖ Mind Mapping ❖ Reader’s Theatre ❖ Role Playing |
|---|--|

ASSESSMENT COMPONENT

Type of Assessment	Details	Weighting (%)
Formative	Homework	5%
	Journaling/free writing	10%
	Assignments	20%
	Small projects	20%
Summative	Unit tests	15%
	Unit project	15%
	Class presentations	15%
TOTAL:		100%

LEARNING RESOURCES

In addition to the films, television shows, and commercials listed with each unit above, the following learning resources will help shape classroom activities and assignments. They take into account diverse learning rates and styles, and appeal to a range of special needs. They are age appropriate and support the learning outcomes of our course. The learning resources (see pages 15 and 16) are grouped according to unit; however, we recognize that certain resources are applicable across units.

UNIT 1: INTRODUCTION TO MEDIA

Media Awareness Network. (2010). *The Blockbuster Movie*. Retrieved from http://www.media-awareness.ca/english/resources/educational/lessons/secondary/movies/blockbuster_mo

Media Education Foundation. (2005). *Handouts & Articles*. Retrieved from <http://www.mediaed.org/wp/handouts-articles>

UNIT 2: GROWING UP IS HARD TO DO

Health Education and Behavior. (2011). *A content analysis of web sites promoting smoking culture and lifestyle*. Retrieved from <http://heb.sagepub.com/content/30/1/64.short>

Public Health Reports. (1993). *Smoking behavior of adolescents exposed to cigarette advertising*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1403364/>

The Nemours Foundation. (2001). *Drugs and Alcohol*. Retrieved from http://kidshealth.org/teen/drug_alcohol/tobacco/smoking.html

Toxel.com. (2011). *15 Powerful Anti-Smoking Ads*. Retrieved from <http://www.toxel.com/inspiration/2011/01/07/15-powerful-anti-smoking-ads/>

UNIT 3: GENDER STEREOTYPES

Geena Davis Institute on Gender in Media. (2010). *Things to Think About*. Retrieved from http://www.thegeenadavisinstitute.org/think_about.php

Kaiser Family Foundation. (1997). *Media Reinforces Some Gender Stereotypes, Breaks Others*. Retrieved from <http://www.kff.org/entmedia/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14516>

Media Awareness Network. (2010). *Stereotyping in the Movies*. Retrieved from http://www.media-awareness.ca/english/parents/movies/concerns/stereotyping_movies.cfm

Smith, Crystal. (2011). *Word Cloud: How Toy Ad Vocabulary Reinforces Gender Stereotypes*. Retrieved from <http://www.achilleseffect.com/2011/03/word-cloud-how-toy-ad-vocabulary-reinforces-gender-stereotypes/>

UNIT 4: SEXUALITY

Cloudnet.com. (2011). *Multicultural lesson plans and resources*. Retrieved from <http://www.cloudnet.com/~edrbsass/edmulticult.htm>

GLAAD: Gay and Lesbian Alliance Against Defamation. (2010). *Glaad in action*. Retrieved from <http://www.glaad.org/>

GLSEN: Gay, Lesbian and Straight Education Network (2011). *No name-calling week*. Retrieved from http://www.glsen.org/cgi-bin/iowa/student/student/index.html?gclid=CJf_2_3Ng6oCFQQDbAodyzLQyw

Media Awareness Network (2010). *Representations of Gays and Lesbians on Television*. Retrieved from http://www.media-awareness.ca/english/issues/stereotyping/gays_and_lesbians/gay_television.cfm

Youth Pride Inc. (1997). Creating safe schools for lesbian and gay students <http://twood.tripod.com/guide.html>

UNIT 5: EXCEPTIONALITIES

Angala, Maria. (2007). *Exceptionality*. Retrieved from <http://teachersol.blogspot.com/2007/01/exceptionality.html>

ClassPerformance. (2008). *Front of the Class – A Hallmark Hall of Fame Movie*. Retrieved from <http://www.classperformance.com/movie/>

UNIT 6: AGEISM

Botox Celebrities. (2011). *Botox Celebrities*. Retrieved from <http://www.botoxcelebrities.com/>

CBS News. (2011). *Fighting Ageism in Hollywood*. Retrieved from <http://www.cbsnews.com/stories/2002/08/01/entertainment/main517206.shtml>

UNIT 7: BULLYING

GLSEN. (2011). *Educators*. Retrieved from <http://www.glsen.org/cgi-bin/iowa/all/educator/index.html>

It Gets Better Project. (2011). *Videos*. Retrieved from <http://www.itgetsbetter.org/video/>

The Trevor Project. (2010). Retrieved from <http://www.thetrevorproject.org/>

UNIT 8: RACISM

BC Teachers' Federation. (2011). *Antiracism*. Retrieved from <http://bctf.ca/SocialJustice.aspx?id=17632>

Learning to Give. (2011). *Racism and the Box*. Retrieved from <http://learningtogive.org/lessons/unit137/lesson2.html>

Not in Our Town. (2011). *Lesson Plans for Teachers*. Retrieved from http://www.niot.org/nios?gclid=CLDlob3Tg6oCFQg_bAodtUlo0Q

ADDITIONAL INFORMATION

This is a new course that has been inspired by other Media and English classes. The course requires little equipment and does not have a textbook; therefore, it is flexible and may be used at any school that has basic audio-visual equipment.

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- Ministry of Education. (2011). *Board/Authority Authorized (BAA) Courses*. Retrieved from http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm
- Ministry of Education. (2007). *English Language Arts Grade 11 Integrated Resource Package*. Retrieved from http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=English_Language_Arts&course=English_Language_Arts_8_to_12&year=2007
- Ministry of Education. (1997). *Visual Arts 11 and 12: Media Arts Integrated Resource Package*. Retrieved from http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Arts_Education&course=Visual_Arts_11_and_12:Media_Arts&year=1997