



# Division of News Literacy



2021-2024





**BREAKING**

**HEADLINES**



# Division of News Literacy



*A Lighthouse District*

# Center for News Literacy Mission

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## Division of News Literacy



- Recognize the difference between journalism and other kinds of information and between journalists and other information purveyors;
- In the context of journalism, recognize the difference between news and opinion;
- In the context of news stories, analyze the difference between assertion and verification and between evidence and inference;
- Evaluate and deconstruct news reports across all news media platforms, based on the quality of evidence presented and the reliability of sources;
- Distinguish between news media bias and audience bias

<b>Title of Unit</b>	News Literacy Introduction	<b>Grade Level</b>	7 & 8 Grade
<b>Developed By</b>	Stephanie Acierno		
<b>CONTENT STANDARDS</b>			
<ul style="list-style-type: none"> <li>● <b>RST 1 (6-8):</b> Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.</li> <li>● <b>7SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others</li> <li>● <b>7L6:</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>			
<b>Essential Question</b>		<b>Higher Order Thinking</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>● What is the role of the media in our society?</li> <li>● How can we become responsible consumers and producers of news/information in the digital age?</li> </ul>		<ul style="list-style-type: none"> <li>● Analyze the headline on the right. Would you share this headline with your friends? Explain your reasoning.</li> <li>● Why is it important to distinguish between reliable and misleading information?</li> <li>● What factors about this article headline and its leading image lead you to reliable or misleading information?</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Would you share this picture with your friends? Explain your reasoning. (Picture Provided)</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Lesson Objective/Aim</b>			
<ul style="list-style-type: none"> <li>● What is news literacy and how does it impact me as a citizen?</li> </ul>			
<b>OBJECTIVES</b>		<b>VOCABULARY</b>	
Students will be able to...		Students will identify and exercise the key terms...	
<ul style="list-style-type: none"> <li>● Activate their prior knowledge to create a Word Web.</li> <li>● Partake successfully in fill-in-the-blank note taking.</li> <li>● Understand the essence of News Literacy.</li> <li>● Engage in scenario questions providing text-based evidence to support their response.</li> <li>● Recognize and define their vocabulary list.</li> </ul>		<ul style="list-style-type: none"> <li>● Accountability</li> <li>● Blurring of the Lines</li> <li>● Independence</li> <li>● Journalism</li> <li>● Native Advertising</li> <li>● News</li> <li>● Verification</li> <li>● V.I.A</li> </ul>	

<b>Title of Unit</b>	News Literacy Introduction	<b>Grade Level</b>	12
<b>Developed By</b>	Stephanie Acierno and Nick Moreno		



Stony Brook University

# Accelerated College Education (ACE)

Essential Question	Higher Order Thinking	Assessments
<ul style="list-style-type: none"> <li>How can Media influence?</li> <li>In what ways can we use the media as a method of instruction?</li> </ul>	<ul style="list-style-type: none"> <li>How do journalists determine what makes a story public interest, which stories to share, and which stories to weigh more prominently than others?</li> <li>How can powerful images give a story more prominence?</li> <li>How can more drivers mean a bigger story?</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Preview the news article on the right, based on the headline which universal driver does it belong to? Explain your response in a short essay with an introduction and conclusion</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>None.</li> </ul>
<p><b>Lesson Objective/Aim</b></p> <ul style="list-style-type: none"> <li>Who determines what is newsworthy?</li> </ul>		
<p><b>OBJECTIVES</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>Understand the 3 factors that determine what is newsworthy: Universal news, editorial judgement, and audience.</li> <li>Learn how the judgement of editors and the increasing preference of the audience play a significant role in what is deemed newsworthy.</li> <li>Identify and define the 10 Universal Drivers.</li> <li>Understand how the 10 Universal Drivers offer insight into why certain stories rise to the top of the news.</li> </ul>	<p><b>VOCABULARY</b> Students will identify and exercise the key terms...</p> <ul style="list-style-type: none"> <li>News</li> <li>Prominence</li> <li>Importance</li> <li>Human Interest</li> <li>Conflict</li> <li>Change</li> <li>Unusualness</li> <li>Proximity</li> <li>Timelines</li> <li>Magnitude</li> <li>Relevance</li> </ul>	



# Research Resources

"Research means that you don't know, but are willing to find out" – Charles F. Kettering

## Currency

1. When was the content written?
2. When was it published?
3. Has the content been updated?

## Relevance

1. Why are you reading this article?
2. Does it deliver what it promises?
3. Are the language and coverage appropriate?

## Authority

1. Does the author have an academic degree in the field?
2. Is the writer experienced enough?
3. Does the writer use a systematic approach?

## Accuracy

1. Has the author cited his or her sources?
2. Are most of the sources scholarly and academic?
3. Have the results of these studies been replicated?

## Purpose

1. What is the purpose of the article (e.g., inform, sell)?
2. Any evidence of conflict of interest or hidden agenda?
3. Is the topic controversial, attracting biased treatment?

Click here to find out that...

# EVALUATING SOURCES IS AS EASY AS C.R.A.P.

(EVALUATING SOURCES TUTORIAL @ HCC LIBRARIES)



## Year 1

### August

- Summer Institute

### September

- News Literacy Division meets

### October/November

- MHS Library Website News Literacy information
- Division unpacks Stony Brook units and begins curriculum map for HTH and MHS
- Board of Education Meeting and publicity announcement of "Lighthouse District" status

### December-March 2022

- Cooperative work with Dr. Anzalone and Mr. Schneider
- Completion of Curriculum for HTH Elective, 9th grade – 11th grade course enhancements and MHS Government ACE course

### May 2022

- HTH News Literacy Project



## Year 3

### Summer 2023

- Additional teachers attend Summer Institute (K-5)

### October – May 2024

- Division meets monthly (K-12) to cascade skills, strategies and terminology to create a component to enhance News Literacy on each grade level in Malverne
- Progress Monitoring
- Professional development from Stony Brook
- Review of all curriculum and revisions to upper grades made based on additions in lower grades
- District News Literacy Guide for the Malverne Community

### Summer 2022

- Additional teachers attend Summer Institute (grades 6-12)

### October-May 2023

- 6-12 News Literacy Division meets monthly to align course enhancements and curriculum in social studies grades 6-11 to compliment the HTH elective course and the MHS Government ACE course
- Professional development through Stony Brook
- Progress Monitoring
- News Literacy Publication



## Year 2



# Division of News Literacy



# Projected 3 Year Outcomes



## Division of News Literacy



- *K-Grade 5: Developmentally appropriate mini-lessons and skills will be taught in conjunction with current events*
- *Grade 6: Students will be assessed and introductory skills reinforced through their social studies class throughout the year*
- *Grades 7/8: All students will cycle through an alternate day, one-semester elective class in News Literacy, where they will work on a capstone project of a News Literacy handbook/media presence to be published internally*
- *Grades 9-11: All students will work on one unit of study using News Literacy and build upon that unit for all current events. The units will increase in rigor and depth as the students get into higher grades.*
- *Grade 12: All students take Government (or AP Government) in 12<sup>th</sup> grade. The students will be pre-assessed at the start of 12<sup>th</sup> grade, and teachers will use the 5 Day News Literacy cycle to review, re-teach and teach the remainder of the lessons and provide academic enrichment for students who are performing at a higher level than others. Additionally, this will allow students the opportunity to apply for credit through the ACE program.*

*Additionally, students will utilize the skills learned to:*

- *-Work on school publications in all four buildings*
- *-Create a middle school news literacy handbook*
- *-Provide presentations for community events*

# Questions?

