

Supporting Media Literacy with Accessible Current Events

Oceanside High School
Oceanside Union Free School District, Oceanside, NY

AT A GLANCE

While searching for a resource for a new media literacy course, Social Studies Teacher Jason Manning needed accessible, daily news content. The Juice provided him with a resource to engage students in daily news at their level.

OCEANSIDE UFSD STATS

Oceanside is a large suburban high school located in the Oceanside Union Free School District.

 **5370**
students

 **20%**
economically disadvantaged

 **94%**
graduation rate

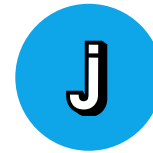
data.nysed.gov (2021-22)

CHALLENGES

- Lack of student engagement with current events
- Finding daily news content for high school students

SOLUTION

- Using The Juice as a resource for a media literacy elective to provide students with access to news at their level



The Juice
Current Events

RESULTS

1 Increased Awareness of Current Events

Students developed an increased awareness of current events.

2 Engagement & Discussion

Students made connections between what they were reading in The Juice and articles often sparked discourse among students.

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A NEED FOR MEDIA LITERACY

Prior to the school being closed during the pandemic, social studies teachers at Oceanside were discussing department goals and recognized the need to introduce a media literacy elective at the high school.

"As social studies teachers we saw how misinformation was playing a role in media coverage and discussed the importance of teaching our students how to determine facts and gather evidence because that's our way of strengthening democracy," said Jason Manning, Social Studies Teacher.

Manning was initially tasked with teaching the new course when they transitioned to a hybrid schedule during the pandemic. While searching for resources to engage students in current events, he encountered paywalls with major news publications, making articles inaccessible to his students.

"I kept running into articles that were lengthy for students and the language was often a bit too nuanced," Manning explained.

He also wanted students to have access to major news stories that were covered each day but had to rely on students reading the headlines from major publications due to the paywalls. However, after discovering The Juice, he found that it provided students with the same access to the major news of the day, but at a level appropriate for them.

"The Juice was perfect because it's designed for kids. They can read it, it's quick, and it covers the same news stories," said Manning.

USING THE JUICE TO SET ROUTINES

Manning appreciated that he could assign articles to students asynchronously during their hybrid schedule and use the dashboard to monitor their completion and performance. In his media literacy course, he used The Juice articles as a bell ringer and allowed time for students to discuss the articles they found interesting.

"We've had classes where an article sparked a discussion that took the whole period, and I could let it go because I could push my lesson back to the next day," said Manning.



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Jason Manning
Oceanside High School



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He not only used The Juice as a bell ringer but also as a supplement to his media literacy curriculum. When discussing sourcing and story selection bias, he incorporated The Juice articles into class discussions to explore questions like why The Juice chose a specific story or to identify biases.

After initially implementing The Juice with his media literacy students, Manning expanded its use to his freshman social studies class and shared it with his colleagues as a supplement to their curriculum. When there were relevant articles on social studies topics in The Juice, he would share them with the students through Google Classroom to tie them into their lessons.

BUILDING ENGAGEMENT WITH CURRENT EVENTS

Manning noticed that students were making connections between the articles they read in The Juice and showing engagement with current events, fulfilling one of the goals that led to the development of the media literacy elective.

"The biggest success is when a student references an article they read. That's a home run and what we're looking for as social studies teachers," said Manning.

He also observed that students embraced the routine he established in his media literacy class each day.

"The year we started, the kids bought into it, and they had little sayings like 'let's juice it up' and 'let's get to The Juice,'" Manning added. "It really became a part of the class culture, which is nice."

Moving forward, Manning plans to continue using The Juice as part of his media literacy course. He also intends to discuss using The Juice more routinely in his freshman social studies class with his teammates who also teach the course.

ABOUT THE JUICE

Designed for grades 5+, each academic day, The Juice delivers five timely current events articles at four reading levels to help students build literacy. Educators and students receive daily rigorous short-form content, vocabulary, infographics, videos, embedded scaffolds, formative assessment, progress monitoring, data-informed instruction, and more! Standards-aligned, The Juice provides educators with flexibility and can be used with core instruction, intervention, enrichment, credit recovery, and extended day/year programs.