

| 21 <sup>st</sup> Century Media           |   |  |   |   |
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| Unit 1: Rules, Laws and Styles – 3 weeks |   |  |   |   |
| Standards                                | Reading – Literary/Informational  | Writing  | Speaking & Listening  | Language/Conventions  |
|  | Read closely to cite, analyze and infer appropriate to task, purpose and audience.  | Produce clear and consistent evidence based writing appropriate to task, purpose and audience. | Present and respond to information appropriate to task, purpose and audience.   | Demonstrate command of grammar, usage and language appropriate to task, purpose and audience. |
| Instructional Focus Standards            | 1 – cite textual evidence / draw inferences<br>5 – analyze structure<br>7 – analyze in two different mediums  | 4 – clear and coherent writing<br>6 – use technology to produce<br>10 – range of writing       | 1 – prepare and participate<br>4 – presentation of information<br>6 – adapt speech to contexts  | 1 – command of grammar and usage<br>6 – range of general academic and domain – specific words |
| Essential Questions:                     | How does a media outlet develop a reputation?<br>What ethics should a journalist adhere to?<br>What freedoms and responsibilities are associated with the first amendment?<br>How does media influence the general populous?<br>What technologies exist and are available to use for the creation of media?<br>Why is being able to think and work independently especially important in the media industry?  |  |   |   |
| Enduring Understandings:                 | Journalists have a responsibility to present accurate information objectively.<br>Misuse of the first amendment can lead to consequences.<br>Once something is shared it cannot be unshared, you are liable for what it is posted.<br>Media uses propaganda techniques and rhetorical devices to influence a variety of audiences.<br>Good speakers use their personal awareness, as well as audience awareness to build credibility and influence.<br>It is necessary to work within the bounds of the technology that is available and to anticipate possible obstacles.<br>Individuals are expected to work independently and with varying degrees of autonomy to produce in the work place. |  |   |   |
| Assessments:                             | Formative   |  | Summative   |   |
|  | Viewing and analyzing media (social media, newscast, PSA, documentary, commercial, music video, etc)<br>Technology-Based Tasks<br>Collaborative Discussion<br>Revision Process  |  | Analysis of a Media Source<br><br>Identity and the Media Project ( <a href="http://criticalmediaproject.com">criticalmediaproject.com</a> ) |   |

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| <p><b>Learning Objectives</b></p>         | <p>I can analyze the way modern media impacts the world around me.<br/>                 I can apply use of first amendment law to various media outlets.<br/>                 I can analyze the use of filming techniques in media.<br/>                 I can work within the confines of available technology.<br/>                 I can evaluate the journalists bias and motive for publications.</p> |               |      |          |                        |        |                    |       |             |            |               |                |  |
| <p><b>Academic Vocabulary</b></p>         | <table border="0"> <tr> <td>Copyright Law</td> <td>Bias</td> </tr> <tr> <td>Fair use</td> <td>Subjective / Objective</td> </tr> <tr> <td>Ethics</td> <td>Questioning Styles</td> </tr> <tr> <td>Media</td> <td>Story Angle</td> </tr> <tr> <td>Mass Media</td> <td>Commercialism</td> </tr> <tr> <td>Media Literacy</td> <td></td> </tr> </table>  | Copyright Law | Bias | Fair use | Subjective / Objective | Ethics | Questioning Styles | Media | Story Angle | Mass Media | Commercialism | Media Literacy |  |
| Copyright Law                             | Bias   |               |      |          |                        |        |                    |       |             |            |               |                |  |
| Fair use                                  | Subjective / Objective   |               |      |          |                        |        |                    |       |             |            |               |                |  |
| Ethics                                    | Questioning Styles   |               |      |          |                        |        |                    |       |             |            |               |                |  |
| Media                                     | Story Angle  |               |      |          |                        |        |                    |       |             |            |               |                |  |
| Mass Media                                | Commercialism  |               |      |          |                        |        |                    |       |             |            |               |                |  |
| Media Literacy                            |  |               |      |          |                        |        |                    |       |             |            |               |                |  |
| <p><b>Recommended Text Selections</b></p> | <p>Modern Art<br/>                 Documentary<br/>                 Broadcast News<br/>                 Tutorials<br/>                 Music Videos<br/>                 Short Films<br/>                 Feature Films<br/>                 Propaganda<br/>                 Informational</p>   |               |      |          |                        |        |                    |       |             |            |               |                |  |
| <p><b>Ongoing Practices:</b></p>          | <p>Weekly Public Speaking (on camera or to the class)<br/>                 Writer's Workshop<br/>                 Critique/Feedback<br/>                 Independent Writing<br/>                 Presentation of Works<br/>                 Production Meetings<br/>                 Analysis of Existing Media<br/>                 Tech Training<br/>                 Revision/Editing</p>              |               |      |          |                        |        |                    |       |             |            |               |                |  |

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| Unit 2: Pre-writing, Storyboards, Pilots – 6 weeks |   |  |  |   |
| Standards  | Reading – Literary/Informational  | Writing  | Speaking & Listening   | Language/Conventions  |
|  | Read closely to cite, analyze and infer appropriate to task, purpose and audience.  | Produce clear and consistent evidence based writing appropriate to task, purpose and audience. | Present and respond to information appropriate to task, purpose and audience.                  | Demonstrate command of grammar, usage and language appropriate to task, purpose and audience. |
| Instructional Focus Standards                      | 1 – cite textual evidence / draw inferences<br>3 – analyze characters / events<br>4 – determine meanings of words and phrases<br>5 – analyze structure  | 3 - narrative<br>4 – clear and coherent writing  | 1 – prepare and participate<br>4 – presentation of information<br>6 – adapt speech to contexts | 1 – command of grammar and usage<br>6 – range of general academic and domain – specific words |
| Essential Questions:                               | How does media influence the general populous?<br>What habits do good speakers use and avoid when presenting?<br>How does the use of digital tools enhance a media publication?<br>What technologies exist and are available to use for the creation of media?<br>Why is being able to think and work independently especially important in the media industry?   |  |  |   |
| Enduring Understandings:                           | Media uses propaganda techniques and rhetorical devices to influence a variety of audiences.<br>Good speakers use their personal awareness, as well as audience awareness to build credibility and influence.<br>It is necessary to work within the bounds of the technology that is available and to anticipate possible obstacles.<br>Individuals are expected to work independently and with varying degrees of autonomy to produce in the work place. |  |  |   |
| Assessments:                                       | Formative   |  | Summative  |   |
|  | Viewing and analyzing media (social media, newscast, PSA, documentary, commercial, music video, etc)<br>Editing exercises<br>Formal treatments/proposals<br>Script Writing<br>Technology-Based Tasks<br>Collaborative Discussion<br>Revision Process<br>Short Public Speaking Presentations   |  | Script<br>Script Proposal for Production   |   |

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| <p><b>Learning Objectives</b></p>         | <p>I can self-direct.<br/>                 I can collaborate with my peers using appropriate communication skills.<br/>                 I can analyze the way modern media impacts the world around me.<br/>                 I can use exemplars to enhance my creations.<br/>                 I can analyze the use of filming techniques in media.<br/>                 I can identify obstacles that might inhibit work on my project.<br/>                 I can effectively compose and edit short films.<br/>                 I can edit the work of others to increase marketability.<br/>                 I can work within the confines of available technology.<br/>                 I can compose formal treatments and proposals.<br/>                 I can create a work plan to support the accomplishment of my goals.</p> |   |
| <p><b>Academic Vocabulary</b></p>         | <p>Pilots<br/>                 Subjective<br/>                 Objective<br/>                 Lead<br/>                 Quote<br/>                 Storyboard<br/>                 Style books<br/>                 Intertextuality</p>  | <p>PSA – Public Service Announcement<br/>                 Propoganda<br/>                 Rhetorical<br/>                 Statistics<br/>                 B-role<br/>                 Pica<br/>                 Cropping<br/>                 Photoshop<br/>                 Adobe Basics</p> |
| <p><b>Recommended Text Selections</b></p> | <p>Modern Art<br/>                 Documentary<br/>                 Broadcast News<br/>                 Tutorials<br/>                 Music Videos</p>  | <p>Short Films<br/>                 Feature Films<br/>                 Propaganda<br/>                 Informational</p>  |
| <p><b>Ongoing Practices:</b></p>          | <p>Weekly Public Speaking (on camera or to the class)<br/>                 Writer’s Workshop<br/>                 Critique/Feedback<br/>                 Independent Writing<br/>                 Presentation of Works<br/>                 Production Meetings<br/>                 Analysis of Existing Media<br/>                 Tech Training<br/>                 Revision/Editing</p>  |   |

| 21 <sup>st</sup> Century Media<br>Unit 3: Story Angles –9 weeks |   |  |  |  |
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| Standards   | Reading – Literary/Informational  | Writing  | Speaking & Listening   | Language/Conventions   |
|   |   | Read closely to cite, analyze and infer appropriate to task, purpose and audience.                       | Produce clear and consistent evidence based writing appropriate to task, purpose and audience. | Present and respond to information appropriate to task, purpose and audience.  |
| Instructional Focus Standards                                   | 1 – cite textual evidence / draw inferences<br>7 – analyze in two different mediums   | 4 – clear and coherent writing<br>5 – writing process<br>6 – technology to produce<br>8 – gather sources | 1 – prepare and participate<br>4 – presentation of knowledge<br>6 – adapt speech to contexts   | 1 – command of grammar and usage<br>2 – command of capitalization, punctuation and spelling<br>6 - range of general academic and domain-specific words |
| Essential Questions:  | How can independence be achieved while producing projects?<br>Why is it important to adhere to the conventions of writing?<br>How do different technologies impact presentations?<br>Which communicative techniques are most effective when collaborating with others on a creative level?<br>Why should style be varied depending on audience and media type?  |  |  |  |
| Enduring Understandings:  | Independence in the production of media is achieved through clarity of vision, knowledge of technology, and a firm grasp of the norms of the genre.<br>Adhering to the conventions of script writing contributes to the ease of reading for the actors and tech crew, while also helping to legitimize the script to the audience.<br>The use of different platforms can enhance and change the way a project is presented and the message the audience receives.<br>Team members communicate verbally and written, as well as using body language. All of which can set the tone and attitude of the session and establish the success of the session.<br>Producers meet the needs and desires of their intended audience. |  |  |  |
| Assessments:  | Formative   |  | Summative  |  |
|   | Viewing and analyzing media (social media, newscast, PSA, documentary, commercial, music video, etc)<br>Editing exercises<br>Formal treatments/proposals<br>Research Skills   |  | Broadcast Journalist Project (print and video)<br>Socratic Seminar about Productions           |  |

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|                                    | <p>Script Writing<br/>                 Technology-Based Tasks<br/>                 Collaborative Discussion<br/>                 Filming Techniques<br/>                 Storyboarding<br/>                 Technical Vocabulary</p>   |   |
| <b>Learning Objectives</b>         | <p>I can conduct myself professionally in a group.<br/>                 I can adjust my presentations based on different audiences.<br/>                 I can adhere to the conventions of script writing.<br/>                 I can communicate information that is appropriate to task, purpose, and audience.<br/>                 I can use a variety of platforms to present my work to the public.<br/>                 I can experiment with a variety of film styles.<br/>                 I can glean pertinent information to support my ideas and cite to avoid plagiarism..<br/>                 I can set appropriate goals and deadlines in order to see a project to completion.<br/>                 I can ask questions to clarify a director’s vision for a project.<br/>                 I can use domain-specific vocabulary to communicate information effectively.</p> |   |
| <b>Academic Vocabulary</b>         | <p>FOIA<br/>                 Editing<br/>                 Revising<br/>                 Cutting<br/>                 Audacity<br/>                 Dialogue<br/>                 Mood</p>  | <p>Focus<br/>                 Theme<br/>                 Pertinent<br/>                 Credits<br/>                 Cinematography<br/>                 Lighting<br/>                 Green Screen</p> |
| <b>Recommended Text Selections</b> | <p>Modern Art<br/>                 Documentary<br/>                 Broadcast News<br/>                 Tutorials<br/>                 Music Videos</p>  | <p>Short Films<br/>                 Feature Films<br/>                 Propaganda<br/>                 Informational</p>  |
| <b>Ongoing Practices:</b>          | <p>Weekly Public Speaking (on camera or to the class)<br/>                 Writer’s Workshop<br/>                 Critique/Feedback<br/>                 Independent Writing<br/>                 Presentation of Works</p>  | <p>Production Meetings<br/>                 Analysis of Existing Media<br/>                 Tech Training<br/>                 Revision/Editing</p>   |