

Rossville Middle/Senior High School Curriculum Map

Curriculum Map

Course Title: Student Media	Quarter: 1	Academic Year: 2021-2022
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Essential Questions for this Quarter:

1. What is media?
2. What are the parts of a news story?
3. What is needed to successfully run our daily broadcast publication?
4. What is needed to successfully run our quarterly online publication?
5. What is needed to successfully run our yearly publication?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT ONE: An Introduction UNIT TWO: Student Publications Students will rotate in groups, spending six weeks each, as a member of The Sting, Yearbook, and Inside the Nest Staff	PUB.1.1-3	What is News?	1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Assignments: 10% Activities: 20% Assessments: 30% Projects: 40%	
	PUB.2.1-7	Researching a Story	2. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
	PUB.3.1-13	Writing a Story	3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
	PUB.4.1-6	Interviewing	4. Engage in short-term and long-term research projects that answer a given or self-generated question; limit or expand investigation when appropriate; synthesize multiple sources and demonstrate comprehension.		
	PUB.5.1-4		5. Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively.		
	PUB.6.1-4		6. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on what precedes it to form a unified whole; include formatting, graphics, and multimedia when useful.		
	PUB.7.1-9		7. Present an opinion that is tied to and reflects on experiences, observations, or resolutions.		
		8. Produce clear and well-reasoned writing that is developed, organized, and presented in a style that is appropriate to task, purpose, and audience.			

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			9. Make strategic use of digital media (such as textual, graphical audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.		
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Curriculum Map

Course Title: Student Media	Quarter: 2	Academic Year: 2021-2022
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Essential Questions for this Quarter:

1. What is media?
2. What are the parts of a news story?
3. What is needed to successfully run our daily broadcast publication?
4. What is needed to successfully run our quarterly online publication?
5. What is needed to successfully run our yearly publication?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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UNIT TWO: Student Publications (continued) Students will rotate in groups, spending six weeks each, as a member of The Sting, Yearbook, and Inside the Nest Staff	PUB.1.1-3	Layout	<ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 2. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 4. Engage in short-term and long-term research projects that answer a given or self-generated question; limit or expand investigation when appropriate; synthesize multiple sources and demonstrate comprehension. 5. Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively. 6. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on what precedes it to form a unified whole; include formatting, graphics, and multimedia when useful. 7. Present an opinion that is tied to and reflects on experiences, observations, or resolutions. 8. Produce clear and well-reasoned writing that is developed, organized, and presented in a style that is appropriate to task, purpose, and audience. 	Assignments: 10% Activities: 20% Assessments: 30% Projects: 40%	
	PUB.2.1-7	Photography			
	PUB.3.1-13	Broadcasting			
	PUB.4.1-6	Advertising			
	PUB.5.1-4	Sales			
	PUB.6.1-4				
	PUB.7.1-9				

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			9. Make strategic use of digital media (such as textual, graphical audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.		
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Curriculum Map

Course Title: Student Media	Quarter: 3	Academic Year: 2021-2022
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Essential Questions for this Quarter:

1. What student leadership roles are needed for our publications?
2. What other roles are needed for successful publications?
3. How will the student publications staff hold themselves accountable for ethical journalism?
4. What is our advertising strategy?
5. What are our sales goals?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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<p>UNIT THREE: Advanced Student Publications</p> <p>Students will work on one of the three publications for the remainder of the year.</p>	PUB.1.1-3	Broadcast Publication	<ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 2. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 4. Engage in short-term and long-term research projects that answer a given or self-generated question; limit or expand investigation when appropriate; synthesize multiple sources and demonstrate comprehension. 5. Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively. 6. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on what precedes it to form a unified whole; include formatting, graphics, and multimedia when useful. 7. Present an opinion that is tied to and reflects on experiences, observations, or resolutions. 8. Produce clear and well-reasoned writing that is developed, organized, and presented in a style that is appropriate to task, purpose, and audience. 	<p>Assignments: 10%</p> <p>Activities: 20%</p> <p>Assessments: 30%</p> <p>Projects: 40%</p>	
	PUB.2.1-7	Newspaper Publication			
	PUB.3.1-13	Yearbook Publication			
	PUB.4.1-6	Social Media			
	PUB.5.1-4	Advertising			
	PUB.6.1-4				
	PUB.7.1-9	Sales			

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			9. Make strategic use of digital media (such as textual, graphical audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.		
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Rossville Middle/Senior High School Curriculum Map

Curriculum Map

Course Title: Student Media	Quarter: 4	Academic Year: 2021-2022
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Essential Questions for this Quarter:

1. What student leadership roles are needed for our publications?
2. What other roles are needed for successful publications?
3. How will the student publications staff hold themselves accountable for ethical journalism?
4. What is our advertising strategy?
5. What are our sales goals?

Unit/Time Frame	Standards	Content	Skills/Learning Objectives	Assessment	Resources
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<p>UNIT THREE: Advanced Student Publications (continued)</p> <p>Students will work on one of the three publications for the remainder of the year.</p>	PUB.1.1-3	Broadcast Publication	<ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 2. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 4. Engage in short-term and long-term research projects that answer a given or self-generated question; limit or expand investigation when appropriate; synthesize multiple sources and demonstrate comprehension. 5. Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively. 6. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on what precedes it to form a unified whole; include formatting, graphics, and multimedia when useful. 7. Present an opinion that is tied to and reflects on experiences, observations, or resolutions. 8. Produce clear and well-reasoned writing that is developed, organized, and presented in a style that is appropriate to task, purpose, and audience. 	<p>Assignments: 10%</p> <p>Activities: 20%</p> <p>Assessments: 30%</p> <p>Projects: 40%</p>	
	PUB.2.1-7	Newspaper Publication			
	PUB.3.1-13	Yearbook Publication			
	PUB.4.1-6	Social Media			
	PUB.5.1-4	Advertising			
	PUB.6.1-4				
	PUB.7.1-9	Sales			

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			9. Make strategic use of digital media (such as textual, graphical audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.		
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