



Media as Literature

Grade 12 / Unit

Subject Media as Literature	Grade 12	Unit The History & Impact of Media	Suggested Timeline: 1 week
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Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- **The History & Impact of Media**
- Writing to Communicate
- The Journalist in the New Century
- Media & Society
- Satire in the Media
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

The History & Impact of Media

Unit Summary

This unit will allow students to gain mastery of essential historical context of media. Specifically, students will comprehend the history of mass media to synthesize the influence media has on society. Specifically, students will identify the importance of law when reading, analyzing, and creating media with a thorough understanding of plagiarism.

Students will be assessed via multiple formative and summative activities to showcase mastery of unit vocabulary and content as well as synthesize and evaluate unit concepts via independent critical reading and writing assignments to reinforce truth and accuracy as well as analysis of historical text, web, or print news media.

Specifically, through the study of this unit, students will identify and comprehend key unit vocabulary and content related to censorship and introductory mass media conventions outlined in the listed unit vocabulary. As a result, students will be able to evaluate the ethical violations that decrease a writer's credibility through critical reading, writing and discussion. Students will read, analyze, and respond to a case study of Hazelwood School District v. Kulmeier Decision to gain an develop a position and understanding concerning freedom of speech in public school media.

Additionally, students will research to identify and analyze a web or print news article related to one of the unit concepts or vocabulary terms of study (censorship, 1st Amendment, muckraking, etc...). Students will independently read and analyze the news article to identify the unit concept related to the article and summarize the author's central idea related to the concept. The student will provide a written reflection inferring the importance of the article as related to the unit concept identified to share in small group and whole group discussion.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How has the history of media impacted our society? 2. What constitutional rights and laws influence effective writing? 3. What are ethics? 4. How does an informed reader distinguish plagiarism and fabrication? 	<ol style="list-style-type: none"> 1. Identify and comprehend the impact on mass media 2. Comprehend the importance of law when creating and interpreting media 3. Identify the role of ethics in written response. 4. Analyze the influence of mass media in society 5. Synthesize understanding of written response with awareness of plagiarism and fabrication

Focus Standards Addressed in the Unit

CC.1.2.11-12.I	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.11-12.B	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.K	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while
CC.1.4.11-12.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.2.11-12.I	Analyze foundational U.S. and world documents of historical, political, and literary significance for themes, purposes, and rhetorical features.

Important Standards Addressed in the Unit

CC.1.2.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.H	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

<p>Misconceptions</p> <ul style="list-style-type: none"> • False statements are always protected by free speech • Under the First Amendment, mass media may report information as it desires 	<p>Proper Conceptions</p> <ul style="list-style-type: none"> • Television and internet have contributed to the way information is offered to and received by individuals • Published writing must avoid invasion of privacy. • The First Amendment guarantees a free press. • Journalists must strive for accuracy to avoid ethical violations, including plagiarism
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<p>Concepts</p> <ul style="list-style-type: none"> • Relevancy of Print Media • Yellow journalism • Muckraking • Censorship in media (1st Amendment, privacy, shield laws, freedom of information laws, sunshine laws) • Journalism ethics, integrity, and impartiality • Distinguishing between plagiarism and fabrication when publishing 	<p>Competencies</p> <ul style="list-style-type: none"> • Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary. • Apply key concepts to analysis of print and web media. • Synthesize understanding of key concepts via informative and persuasive text • Evaluate and cite multiple media to create a final product. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • censorship • convergence • credibility • ethics • fabrication • impartial • integrity • libel • mass media • muckraking • plagiarism • precedent • transparency
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Assessments:

- Chapter 1 Quiz: Vocabulary & Key Concepts
- Case Study Written Response & Socratic Seminar: Hazelwood School District v. Kulmeier Decision
- Writing Portfolio: Self-Selected News Analysis

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related

to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections:

Students are able to select topics and texts to incorporate for the writing portfolio culminating assessment. Additionally, the historical nature of the unit applies to understanding of American historical law i.e. The First Amendment and its key role in publishing media.

Additional Resources:

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

NEWSELA Literacy & Nonfiction Text Search Website:

Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>

US Courts Website: Facts and Case Summary - Hazelwood v. Kuhlmeier. (n.d.). Retrieved February 19, 2016, from <http://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-hazelwood-v-kuhlmeier>

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 2

Subject Media as Literature	Grade 12	Unit Writing to Communicate	Suggested Timeline: 2 weeks
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Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- **Writing to Communicate**
- The Journalist in the New Century
- Media & Society
- Satire in the Media
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

Writing to Communicate

Unit Summary

Within this unit, students will synthesize understanding through the creation of an original informative text via review of the “five W’s and H” (Who? What? When? Where? Why? And How?) to refine state standards in informative composition and grammatical conventions.

Furthermore, students will vary writing style via the study of the use of media conventions to summarize via formal, cited written response. Additionally, students will gain an understanding of the “Inverted Pyramid” to organize writing via summary, key details, and supplemental information to effectively explain a central idea to a target audience when publishing written text or electronic text.

Through the study and synthesis of informational writing, students will select varied topics to communicate a central idea through via formal writing style and citation. Subsequent to the study and publication of informational text, students will continue to refine ability concerning grammar, punctuation, spelling, and word usage with an emphasis upon:

- Using active verbs
- Using adverbs sparingly
- Using effective, varied adjectives
- Appropriate, varied punctuation to organize and emphasize key details

Finally, each student will adapt his/her informative writing to the narrative style with awareness of the stylistic aspects of composition.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How do I effectively write to inform? 2. What styles of writing are used to publish information in print and electronic media? 3. How does effective narrative writing present a central idea? 4. How does writing style impact an audience's understanding? 	<ol style="list-style-type: none"> 1. Identify the central idea of an informative text 2. Identify the central idea of a narrative text 3. Effectively summarize information to directly address central ideas 4. Distinguish between effective and ineffective informational and narrative writing 5. Implement effective writing style with an awareness of varied styles and purposes for writing 6. Revise and publish print and web text with an awareness of grammatical conventions and varied sentence structures

Focus Standards Addressed in the Unit

CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools
CC.1.4.11-12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately
CC. 1.4.11-12.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling
CC.1.4.11-12.O	Use narrative techniques...

Important Standards Addressed in the Unit

CC.1.4.11-12.M	Write narratives to develop real or imaged experiences or events
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Writing is best completed alone • Skilled writers rarely brainstorm • Skilled writers rarely revise • Effective writing style avoids first person language 	<ul style="list-style-type: none"> • Writing is a recursive and collaborative process • Effective writing adapts a central idea to an appropriate style to impact an audience • Effective writing style appropriately adapts for task and audience

Concepts MLA Style, APA Style, and Associated Press Style	Competencies Identify and comprehend the conventions of multiple types of texts.	Vocabulary <ul style="list-style-type: none"> • Central idea • Informative • Thesis
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Writing Process (Draft, Revision, Editing, Publication)	Identify and comprehend formal written aspects of language	<ul style="list-style-type: none"> • Introduction • Transition • Conclusion • Narrative • Inverted pyramid • Plot • Style
Stylistic Aspects of Composition (Grammar & Mechanics)	Apply formal written aspects of language	
	Develop accuracy of academic and narrative writing style.	

Assessments:

- Ch. 4 Quiz: Vocabulary & Key Content
- Informative Essay to Narrative Short Story

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections: Essay and narrative topics may apply to students interests or courses of study outside of the Media as Literature course. Additionally, universal writing skills will be introduced and refined which will transfer to other disciplines requiring formal writing proficiency.

Additional Resources:

Essay & Narrative Writing Manuals & Tutorials:

Welcome to the Purdue OWL. (n.d.). Retrieved March 17, 2016, from <https://owl.english.purdue.edu/owl/resource/685/1/>

Grammar, Mechanics, & General Writing Rules & Practice:

Welcome to the Purdue OWL. (n.d.). Retrieved January 14, 2016, from <https://owl.english.purdue.edu/owl/section/1/>

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

NEWSELA Nonfiction Literacy Website:

Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 3

Subject
Media as Literature

Grade
12

Unit
The Journalist in the New
Century

Suggested Timeline:
2 weeks

Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- **The Journalist in the New Century**
- Media & Society
- Satire in the Media
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

The Journalist in the New Century

Unit Summary

Students will compare and contrast the differences between reporters and editors via the definition of journalism in the twenty-first century as it relates to the business of news-gathering and formal research processes. Students will use the course text and supplemental resources to analyze central ideas within informative text as well as implicit meaning based upon the author's perspective.

Students will define multimedia as a means that a story contains a combination of the written word, photographs, video, audio, graphics, or an interactive element such as a quiz or poll which allow the audience to interact with the content in a variety of ways via varied forms of journalism. Moreover, students will define "convergence" and explain how news organizations have merged operations to create information centers which have been greatly changed due to the incorporation of technology in distributing media to the public.

Ultimately, students will identify the important elements of an informative news story (*impact, surprise, conflict, relevance, prominence, and proximity*) to distinguish the differences between hard and soft news based upon either a serious topic or one of human interest as well as the varied formats for publishing via social media. Students will synthesize understanding via comments on the class blog or other applicable discussion forum for the sample hard and soft news stories.

To showcase mastery of unit terms and concepts, students will select a current non-fiction news article to analyze and explain the author's central idea as well as impact, surprise, conflict, relevance, prominence, and proximity via the creation of a multimedia infographic.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. What is the role of the modern journalist? 2. How do journalists use multimedia as a tool to tell stories? 3. How has convergence impacted modern media? 4. How do the important elements of a news story establish the author's purpose and mode for writing? 	<ol style="list-style-type: none"> 1. Identify the role of the modern journalist 2. Analyze how technology continues to change journalism. 3. Distinguish the key differences between varied modes of informational news reporting and components of each to evaluate author's purpose and central idea.

Focus Standards Addressed in the Unit

CC.1.2.11-12.A	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text
CC.1.2.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.G	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem
CC.1.2.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of the text
CC.1.2.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level...

Important Standards Addressed in the Unit

CC.1.2.11-12.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
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Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • If something happened a long time ago it is not considered news. • Multimedia must be audio or video. 	<ul style="list-style-type: none"> • The focus of mass media is to educate, inform, persuade, and entertain. • Mass media uses varied formats to allow readers to appropriate comprehend an author's purpose.

Concepts	Competencies	Vocabulary
Citizen journalism Hard news Soft news Social media platform Enterprise news Breaking news sensationalism Tone Author's purpose Point of view	Comprehend and apply key vocabulary to varied media samples Analyze a sample text to identify mode of writing, author's purpose, point of view, and tone Research appropriate texts and websites with the ability to distinguish mode of writing and credibility Revise writing with awareness of	<ul style="list-style-type: none"> • Journalist • Journalism • Freelance • Reporter • Correspondent • Editor • Multimedia • Multimedia journalist • Print journalist • Backpack journalist • producer

	appropriate grammar, spelling, or punctuation errors	<ul style="list-style-type: none"> • Convergence • Open-source • Crowd-source • Online journalism • Investigative reporting • Jargon • Interview
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Assessments:

- Chapter 2 & 3 Quiz
- Citizen Journalism: Hard News or. Soft News Blog
- Writing Portfolio: Article Infographic

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections:

Students are able to select topics and texts to incorporate for the writing portfolio culminating assessment. Additionally, the use of critical reading and analysis skills concerning informative text to identify and evaluate a central idea transfers to disciplines requiring independent reading and analysis.

Additional Resources:

Grammar, Mechanics, & General Writing Rules & Practice:

Welcome to the Purdue OWL. (n.d.). Retrieved December 15, 2016, from <https://owl.english.purdue.edu/owl/section/1/>

Journalistic Writing Style Manual & Review:

Welcome to the Purdue OWL. (n.d.). Retrieved December 15, 2015, from <https://owl.english.purdue.edu/owl/section/4/28/>

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 4

Subject
Media as Literature

Grade
12

Unit
Media & Society

Suggested Timeline:
2-3Weeks

Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- The Journalist in the New Century
- **Media & Society**
- Satire in the Media
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

Media and Society

Unit Summary

This unit will extend understanding of the informative writing processes to identify, analyze, and synthesize understanding of the collaborative nature of media publication via effective use of interviewing skills as well as introducing and incorporating quotations into purposeful published content. Ultimately, students will submit a group research project for their selected topic which follows appropriate writing style and citation.

Students will use the course textbook to gain an understanding of formal research skills to apply to the writing process. Students will research and edit content collaboratively while gaining 21st century skills in flexibility and adaptability as they create and effectively manage teams to synthesize understanding through collaborative research, revision, editing, and publication of an interview for a selected topic. Students will actively engage in this learning process by selecting sources, developing questions, researching to build credibility and validity, as well as conduct an interview for a selected topic.

After showcasing mastery of the key terms and skills, student groups will work collaboratively to identify a credible interview source concerning their topic. While following the appropriate media conventions for organizing and conducting an interview, students will incorporate and modify quotations effectively to present a central-idea based upon their learning the interview and other multiple print and web resources in a multimedia format.

Unit Essential Questions

1. What characteristics of editing enhance media?

Key Understandings

1. Editing enhances accuracy of media

<p>2. How does coaching in journalism affect publication?</p> <p>3. How do team leaders use their skills to direct team members effectively?</p> <p>4. How does the selection of sources impact credibility and validity?</p> <p>5. How do interviews impact writer effectiveness and audience understanding?</p> <p>6. How does a writer effectively use quotes to enhance media?</p>	<p>2. Coaching optimizes media content throughout the writing process</p> <p>3. Collaborative research requires an awareness of individual strengths and weaknesses to organize and complete tasks.</p> <p>4. Identify credible primary and secondary sources creates a foundation for supporting claims or building understanding of a topic</p> <p>5. Interviewing allows writers to gather valid information from a variety of credible sources</p> <p>6. Incorporating varied styles of quotations allow writers to effectively inform or entertain the audience through text or speech</p>
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Focus Standards Addressed in the Unit

CC.1.3.11-12.W	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
CC. 1.4.11-12.T	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC. 1.4.11-12. R	Demonstrate grade appropriate command of the conventions of standard English grammar and spelling
CC. 1.4.11-12.Q	Write with an awareness of the stylistic aspects of writing

Important Standards Addressed in the Unit

CC. 1.4.11-12. V	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation
CC. 1.4.11-12.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Effective research is not affected by others Print sources are the most valid and credible sources when completing research projects 	<ul style="list-style-type: none"> Effective research may include a collaborate effort Primary and secondary sources in varied media formats may enhance a writer’s credibility and validity when completing research projects

Concepts	Competencies	Vocabulary
Editing Media Content	Identify and apply characteristics of editing	<ul style="list-style-type: none"> credibility validity
Media Coaching	Analyze and revise media via reflective written response and discussion	<ul style="list-style-type: none"> thesis editor
Team Management	Work collaboratively to research and create a multimedia product (web, text, visual, audio)	<ul style="list-style-type: none"> coaching culture
Choosing Sources	Identify and apply varied types of quotations in media	<ul style="list-style-type: none"> biography touchstone
Developing Research Questions	Showcase an awareness of plagiarism via appropriate citation of content in media	<ul style="list-style-type: none"> interviewing quotation
Conducting an Interview		<ul style="list-style-type: none"> secondary source primary source
Define, identify, and apply types of Quotations		<ul style="list-style-type: none"> unnamed source confidential source
Plagiarism		<ul style="list-style-type: none"> anecdote direct quotation indirect quotation jargon partial quotation ellipses redundant dialogue attribution

Assessments:

- Ch. 5,6, & 7 Test
- Writing Portfolio: Collaborative Research Project

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections: Students will develop awareness and proficiency concerning research skills necessary for critical thinking and response in multiple educational settings. Topics selected for research may reflect curriculum taught in other disciplines such as historical, art, cultural, health, and business courses. Additionally, collaboration with the research project will allow students to engage and reflect upon appropriate communication and participation with peers.

Additional Resources:

Grammar, Mechanics, & General Writing Rules & Practice:

Welcome to the Purdue OWL. (n.d.). Retrieved January 14, 2016, from <https://owl.english.purdue.edu/owl/section/1/>

Research Writing & Style Manuals (MLA, APA Citation):

Welcome to the Purdue OWL. (n.d.). Retrieved March 17, 2016, from <https://owl.english.purdue.edu/owl/resource/685/1/>

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 5

Subject Media as Literature	Grade 12	Unit The Art of Persuasion	Suggested Timeline: 2 Weeks
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Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- The Journalist in the New Century
- Media & Society
- **Satire in the Media**
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

The Art of Persuasion

Unit Summary

Students will refine key understandings and skills related to persuasive writing and mass media through identification and synthesis of key terms and unit concepts. Specifically, students will evaluate the formal persuasive essay structure as well as the use of persuasive techniques in mass media such as advertisements, commercials, and varied modes of persuasive print and web media including short literary pieces, editorials, columns, and reviews including Jonathan Swift's satirical persuasive essay, "A Modest Proposal".

Students will gain an understanding of avoiding bias in persuasive arguments through techniques which include supporting claims via ethos, logos, and pathos as well as effectively refuting via a counter argument. As a result, students will apply key understandings independently to engage in collaborative discussion and seminar to distinguish fact from fiction as well as evaluate bias and consider effective arguments and counter arguments in the sample text.

Students will synthesize learning through the culminating assessment via the selection of a persuasive essay topic which will require basic research and writing skills reviewed throughout the course to effectively engage in the writing process to plan, organize, draft, revise, edit, and publish an effective persuasive argument in APA format with varied, cited credible sources. Students will use their essays as the basis to create an effective persuasive advertisement using multimedia aligned to media conventions discussed throughout the course.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> How does a reader effectively distinguish fact from opinion? What elements of persuasion effectively engage an audience to impact decision-making? What are the differences between modes of persuasive media such as editorials, columns, and reviews? 	<ol style="list-style-type: none"> Persuasive writing contains multiple modes including editorials, columns, and reviews The purpose of persuasive writing is to influence or change an audience's thoughts or opinions concerning a specific topic An individual must be able to effectively assess bias via distinguishing facts and fiction to make an informed, researched based decision concerning a persuasive topic. Effective persuasive writing requires research, planning, and revising prior to publication

Focus Standards Addressed in the Unit

CC.1.4.11-12.C	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
CC. 1.3.11.-12.F	Demonstrate grade appropriate command of the conventions of standard English grammar and spelling
CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Important Standards Addressed in the Unit

CC.1.4.11-12.G	Write arguments to support claims in an analysis of substantive topics
CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidences, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Concepts	Competencies	Vocabulary
APA style Types of Persuasive Writing Persuasive Techniques Writing Process Reading to identify position and bias	Define editorials, columns, and reviews to distinguish facts from opinion Describe and perform effective persuasive processes Identify and describe effective voice in persuasive writing Effectively distinguish bias in an author's claims	<ul style="list-style-type: none"> • Bias • Ethos • Logos • Pathos • Refutation/refute • Counter argument • Position • Editorial • Subjective writing • Fact • Opinion • Column • Voice • Op-ed • Review • Critic

Assessments:

- “A Modest Proposal” Persuasive Evaluation & Comprehension Worksheet
 - Writing Portfolio: Persuasive Essay & Advertisement
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness
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Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students’ varied learning styles as well as topics of interest.

Interdisciplinary Connections:

Persuasive topics and positions may involve societal, political, or educational topics studied within other senior courses including government and economy.

Additional Resources:

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Full text of "A Modest Proposal" (n.d.). Retrieved May 15, 2016, from <http://www.archive.org/stream/amodestproposal01080gut/1080.txt>

“501 Writing Prompts (2003)”. Learning Express, NY. Retrieved May 15, 2016, from <http://www.misd.net/Languageart/GrammarInAction/501WritingPrompts.pdf>

Grammar, Mechanics, & General Writing Rules & Practice:

Welcome to the Purdue OWL. (n.d.). Retrieved January 14, 2016, from <https://owl.english.purdue.edu/owl/section/1/>

Essay & Narrative Writing Manuals & Tutorials:

Welcome to the Purdue OWL. (n.d.). Retrieved March 17, 2016, from <https://owl.english.purdue.edu/owl/resource/685/1/>

Created By: Michael Andreoli



Media as Literature Grade 12 / Unit 6

Subject Media as Literature	Grade 12	Unit Satire in the Media	Suggested Timeline: 4-5 weeks
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Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- The Journalist in the New Century
- Media & Society
- **Satire in the Media**
- Public Relations & Advertising
- The Art of Persuasion
- Online Publishing

Unit Title

Satire in the Media

Unit Summary

Students will read George Orwell's dystopian novel, *1984*, to refine key understandings and skills related to literary comprehension aligned to curriculum standards as well as apply key understandings of the application of media within the text to 21st century society.

Specifically, students will gain awareness of the author's purpose and the role of propaganda within media, as well as the purpose and conventions of satire, to identify major themes through plot comprehension and analysis.

Students will refine and apply media conventions to analyze media and entertainment for the purpose of identifying satire and propaganda techniques to media and entertainment via additional resources, guided notes, and class discussion.

Ultimately, students will apply understanding of satirical conventions and propaganda techniques in media to select a topic and create an appropriate satirical comic strip or piece of multimedia in the style of their choosing (Juvenalian or Horatian satire) as well as a propaganda poster to apply and synthesize understanding of unit vocabulary and concepts evident in Orwell's *1984*.

Unit Essential Questions

1. What does George Orwell suggest about the nature of language in society?

Key Understandings

1. Learn about social and historical context of the novel
2. Read *1984* to comprehend and analyze key literary

<ol style="list-style-type: none"> 2. What does George Orwell suggest about the nature of government in society? 3. How does Orwell use literary devices and techniques to address universal themes? 4. How is propaganda presented throughout history to impact society? 5. What role has political satire played in history and the twenty-first century? 	<p>concepts such as a political satire</p> <ol style="list-style-type: none"> 3. Identify and apply unit and text vocabulary words 4. Identify literary techniques in the novel, and recognize how each serves Orwell's purposes as an author. 5. Analyze the continuing relevance of 1984 in modern media 6. Identify and explain the types and goals of propaganda in <i>1984</i>
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Focus Standards Addressed in the Unit

CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs
CC. 1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
CC.1.3.11-12. F	Evaluate how words and phrases shape meaning and tone in texts
CC. 1.3.11-12. I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools

Important Standards Addressed in the Unit

CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text

Misconceptions

- Propaganda uses deception meant to harm a group or institution
- Fictional novels are meant to entertain the audience

Proper Conceptions

- Propaganda uses information to help or harm a group or institution
- Authors publish novels to criticize society and affect change beyond entertainment

<p>Concepts Types of Satire: political, Horatian, Juvenalian</p> <p>Reading critically to distinguish varied themes within a narrative via plot and figurative devices</p> <p>Characteristics of dystopian literature</p>	<p>Competencies Comprehension and analysis of literary fiction</p> <p>Analysis of author's purpose via figurative devices within narrative text.</p> <p>Write effective informational responses to showcase understanding and analysis of key unit concepts with reference to the</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Propaganda • Propaganda techniques (<i>i.e. appeals to fear and authority, red herring, cult of personality...</i>) • Satire • Aphorism • Maxim • Dystopia
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Author perspective and purpose	text	<ul style="list-style-type: none"> • Orthodox • Anti hero • Irony (verbal, dramatic, situational) • Tone • Plot • Characterization • Theme • Protagonist • Antagonist • Figurative Devices (<i>i.e. Simile, Metaphor, Symbol</i>)
Role of satire in media		
Role of propaganda in media		

Assessments:

- 1984 Unit Test
 - 1984 Propaganda Poster
 - Writing Portfolio: Satirical Comic Strip (Print or Multimedia)
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness
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Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections:

Interdisciplinary connections may include connections to world history (i.e. totalitarian regimes, World War II, post-and war London), as well as the use of art and media to advertise and promote awareness of social or political causes (i.e. propaganda).

Additional Resources:

Orwell, G. (1977). *1984: A novel*. New York, NY: Signet Classic.

Propaganda in Commercials. (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/wN6fgy1k>

The Anti-Hero in Literature. (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/iJFIgArq>

Understanding Satire in "Whole Foods Parking Lot" (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/y7eG3scG>

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 7

Subject Media as Literature	Grade 12	Unit Public Relations and Advertising	Suggested Timeline: 1-2 weeks
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Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- The Journalist in the New Century
- Media & Society
- Satire in the Media
- **Public Relations & Advertising**
- The Art of Persuasion
- Online Publishing

Unit Title

Public Relations and Advertising

Unit Summary

Students will use prior knowledge of bias and propaganda to refine key understandings related to public relations and advertising. Initially, students will use the course textbook to identify the key concepts and skills necessary for effective writing related to public relations and advertising with an awareness of 21st century skills related to productivity and accountability.

Through this unit students should learn the definition of public relations and gain the ability to explain and synthesize the elements of related topics such as a press release as well as the role of a publicist concerning media in society.

Additionally, students will gain an understand of the formal definition for advertising within the world of media as well as key the application of key advertising concepts via key vocabulary aligned to the course textbook. Students will review samples of advertising and public relations to effectively analyze and apply unit concepts and continue to evaluate the author's purpose.

The project-based culminating assessment to showcase student mastery in the unit will require students to create a "media kit" for the ruling government in Orwell's *1984* which must include a selection of at least 3 of the following public relations media studied. Tasks should be selected and divided amongst each Public Relations team. *Students may also select another appropriate group or topic as a basis for the completed media kit with teacher approval:*

- Press release of an upcoming celebration and the highlights of the organization or event including a headline and subhead.
- At least one photo or propaganda advertisement for the selected topic
- A brief history of the topic
- A display advertisement for the event or topic

- A 30-45 second video advertisement about the event or topic which highlights key information for the audience. The completed group project will be added to the student's class writing portfolio.

Unit Essential Questions

1. What are public relations in media?
2. What are the elements of a press release?
3. What role does advertising play in society?
4. What components are used to create an effective advertisement?
5. How do media and grammar conventions affect public relations and advertising

Key Understandings

1. Define public relations and advertising
2. Explain and synthesize the creation of an effective press release
3. Write and create media with an awareness of the stylistic aspects of grammatical conventions.

Focus Standards Addressed in the Unit

CC. 1.2.11-12.J	Acquire and use accurately general academic and domain specific words and phrase, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
CC.1.4.11-12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Important Standards Addressed in the Unit

CC.1.4.11-12.H	Write with a sharp distinct focus identifying topic, task, and audience.
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Misconceptions

- Public relations and advertising are synonyms
- An effective public relations and advertising employee must have interpersonal skills

Proper Conceptions

- Advertising is a paid message and is concerned with sales
- Public relations is the practice of presenting images and information typically for business or governmental agencies and nonprofits to protect reputations
- An effective public relations and advertising employee must be a creative thinker and organized writer

Concepts Distinguishing Advertising and Public Relations Media Media Ethics Writing for Varied Purposes Writing with awareness to grammatical conventions of English	Competencies Critical thinking and reflection to gain awareness and understanding of key advertising techniques Use language appropriate for purpose and audience Engage in a wide range of nonfiction and real-life reading experiences to evaluate	Vocabulary <ul style="list-style-type: none"> • Headline • Subhead • Public relations • Publicist • Press release • Media kit • Advertising • Copywriter • Logo
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<p>Reading critically to evaluate mode and purpose</p>	<p>the quality of unit concepts and complete unit tasks</p> <p>Write with a clear focus, organization, and detail</p> <p>Apply standard English conventions to effectively communicate with awn awareness of style, tone, and structure</p> <p>Synthesize the use of a range of strategies and techniques when engaging in complex issues or tasks</p>	<ul style="list-style-type: none"> • Tagline
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Assessments:

- Chapter 16 Quiz
- Writing Portfolio: Media Kit Group Project

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections: Critical thinking and writing skills that apply to several disciplines will be refined through the final group project as well as communication skills necessary for effective collaboration within multiple disciplines of instruction.

Additional Resources:

Grammar, Mechanics, & General Writing Rules & Practice:

Welcome to the Purdue OWL. (n.d.). Retrieved January 14, 2016, from <https://owl.english.purdue.edu/owl/section/1/>

D. (2011). Branding in Relation to Marketing, Public Relations & Advertising. Retrieved April 19, 2016, from <https://www.youtube.com/watch?v=Okvjqoplvg>

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Created By: Michael Andreoli



Media as Literature

Grade 12 / Unit 8

Subject
Media as Literature

Grade
12

Unit
Online Publishing

Suggested Timeline:
2 weeks

Grade Level Summary

Media as Literature is a semester course geared towards college-bound seniors. The course is designed to give students opportunities to refine the ability to apply twenty-first century critical thinking skills by comprehending and analyzing the structures, content, and credibility of literary and informational media (print, television, and web) to comprehend, infer, and predict as a structure for making an effective judgment, reaching a conclusion, or taking action. Students will have multiple opportunities to learn and apply the fundamentals of informational, narrative, and persuasive writing and reading as it relates to experiences and interactions with speaking and listening to impact an audience or society. Reading and writing will be used as a platform to participate effectively in group discussion as well as showcase mastery of course concepts pertaining to media conventions, distinguishing fact versus fiction, understanding techniques of persuasion, developing effective word choice, identifying point-of-view (perspective); and recognizing author bias.

Grade Level Units

- The History & Impact of Media
- Writing to Communicate
- The Journalist in the New Century
- Media & Society
- Satire in the Media
- Public Relations & Advertising
- The Art of Persuasion
- **Online Publishing**

Unit Title

Online Publishing

Unit Summary

In the fast-paced world of the 21st century, an awareness of digital publication skills and interaction has become increasingly important for teachers, business, leaders, and students alike. Thus in this unit of study, students will gain an overview of the components and competencies related to the online publishing of media.

Students will identify an overview of digital citizenship through additional online resources to address key concepts and essential questions related to digital publication, creation of media for the internet, and digital storytelling. Moreover, students will develop understanding of course vocabulary and content via class blog posts concerning news and social media within the domain of digital journalism and digital citizenship.

Students will utilize the course textbook to identify and apply key terms to gain understanding of online publishing via Google Docs, Slides, and Sites to create a final course portfolio of selected items assessed throughout the course showcasing mastery of skills studied throughout the semester course.

On the Google Site, students will comprehend the media tools and conventions for digital publication and storytelling aligned to the course text by creating a digital story of their life representative of the beliefs, skills and learning obtained through the Media as Literature course.

On the Google Site, students will post their digital story and include a resume of skills obtained in the course supported by a selection of 3 portfolio documents which exemplify these skills. Students will present their sites and multimedia story to the class (i.e. informational graphics, appropriate quotes/citation, timelines, cited multimedia images or video). The audience will provide “user comments” as related to unit vocabulary and key concepts to provide accolades and improvement concerning style, presentation, and content of the Google Site.

The Google Site will serve as the student’s final digital portfolio including a resume of skills and experience obtained in the unit and course as a whole (*informative writing, persuasive writing, narrative writing, research, advertising, public relations, etc...*) with awareness of stylistic conventions of grammar as well as appropriate citation and style.

Unit Essential Questions

1. Why are many news publications moving to online formats?
2. What elements does a writer incorporate to effectively write online?
3. How is web media organized or controlled?

Key Understandings

1. The influence and span of digital publication
2. Grammar, language usage, and mechanics enhance clarity for the audience
3. Elements of a digital story may incorporate text and non-text elements to inform, persuade, or entertain.
4. Online web media may be controlled by templates or content management system.

Focus Standards Addressed in the Unit

CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance and style are appropriate to purpose, audience, and task
CC.1.4.11-12.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling
CC.1.2.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Important Standards Addressed in the Unit

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
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Misconceptions

- Traditional informational media has lost its audience.
- Print media is both costly and ineffective at reaching a modern target audience

Proper Conceptions

- Online media has created a new platform to distribute informational media.
- While online publication and social media create effective, immediate forums for audience awareness and feedback, print media allows greater control when selecting outlets and audiences for publication.

Concepts

Managing web content
 Digital storytelling
 Writing for the internet
 Digital citizenship

Competencies

Seek feedback, self-assess, and reflect on personal learning while engaging with a variety of media
 Write with a clear focus, coherent organization, sufficient elaboration, and detail.

Vocabulary

- Online publishing
- Web writing
- Digital journalism
- Subhead
- Assets
- Storyboard
- Slideshow
- Caption

	<p>Effectively use key concepts and terms to create, revise, and publish media online</p> <p>Master the techniques of effective informational, literary, and persuasive writing</p>	<ul style="list-style-type: none"> • Links • Content management system • resume
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Assessments:

- Ch. 12 & Digital Citizenship Quiz
- Social Media & News Blog Posts
- Google Site Multimedia Presentation

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Differentiation:

Most importantly, multiple exposures to learning via varied learning style and range of complexity will assist students when transitioning from the comprehension level of understanding to the synthesis level by developing and supporting a position related to the essential lesson components. As necessary, any student requiring services will be accommodated via review and maintenance of specially designed instruction. This may involve an understanding of the students' strengths, needs, and supports to help each student meet his or her individualized needs and goals. For example, preferential seating, visual and verbal cues, communication/collaboration with case managers, written and verbal instructions, extra time allotted for written response, or alternative locations for assessment will be considered based upon student needs related to 504 and IEP accommodations. Additionally, formative and summative assessments may incorporate awareness of students' varied learning styles as well as topics of interest.

Interdisciplinary Connections:

Students will preview and review digital skills via Google applications which maybe utilized in multiple courses throughout and beyond their high school career including uploading and creating original media for publication. Moreover, the publication of a resume will allow students to reflect on experience and skills gained in all coursework to highlight skills and abilities beyond those obtained in the Media as Literature course.

Additional Resources:

Digital Citizenship. (n.d.). Retrieved May 20, 2016, from <http://digitalcitizenship.net/>

E. (2014). How to Write a Resume for Inexperienced Candidates. Retrieved May 9, 2016, from <https://www.youtube.com/watch?v=iljZ0JrioKw>

H. (2013). Resume Writing Tutorial. Retrieved May 9, 2016, from <https://www.youtube.com/watch?v=9x-shI-v8zo>

H. (2015). Google Sites - 5 Basic Things to Get Started. Retrieved May 9, 2016, from <https://www.youtube.com/watch?v=ZAXmDevJnXs>

Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

