



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Digital Media

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Digital Media

Department: English

Board Approval	Supervisor	Notes
August 2021	Ian Schwartz	Born Date
August 2024	Ian Schwartz	Updated to include New State Mandates

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Pacing Guide			
Week	Unit	Week	Unit
1	Intro to Digital Media	11	Organizing and Production
2	Intro to Digital Media	12	Organizing and Production
3	Intro to Digital Media	13	Organizing and Production
4	Intro to Digital Media	14	Organizing and Production
5	Intro to Digital Media	15	Organizing and Production
Week	Unit	Week	Unit
6	Gathering Information	16	Photography in Digital Media
7	Gathering Information	17	Photography in Digital Media
8	Gathering Information	18	Photography in Digital Media
9	Gathering Information	19	Photography in Digital Media
10	Gathering Information	20	Photography in Digital Media

Core Instructional & Supplemental Materials including various levels of Texts

- SNO site - spartantimes.org
- Newsela
- Google's Applied Digital Skills
- Google Sites

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DEPARTMENT English

COURSE Digital Media

Time Frame	5 Weeks
Topic	
Intro to Digital Media	
Alignment to Standards	
RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g. graphics, captions, indexes) to locate and integrate information. RI.PP.6.5 Identify author's purpose, perspective, or potential bias in a text and explain the impact on the reader's interpretation. RI.MF.6.6. Integrate information when presented in different media or formats (e.g. visually, quantitatively) to develop a coherent understanding of a topic or issue. RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. W.RW.6.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Learning Objectives and Activities	
SWBAT: • Understand legal and ethical aspects of journalism • Identify what outlets are being used for "News" • Determine the roles that go into the production of any digital media • Analyze, compare and contrast media for bias, tone, opinion vs. fact • Analyze how media changes and reflects society Learning Activities: • Ethical Decision Making Pre and Post Test • Journalists who made unethical decisions/ research and present on slides	

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- Debate on making decisions ethically or based on law.
- Learning and Applying to a graphic organizer the 9 steps to decision making using ethics and law.
- What is news activity - 8 news values slides - groups will act out each with only 3 words on flipgrid
- Students will watch “Mediocracy” then analyze 3 different news sources, their headlines, top stories, facts given, while filling out a graphic organizer.

Assessments

Formative:

- Small group and full class discussion
- Group work
- Journal writing/reflection
- Blogging/Class Website Contributions

Summative:

- ONA Ethics Site - Building code of ethics for classroom setting (Votes at the end and code of ethics will be displayed)
- Students will create a rating scale for the 8 news values to determine the importance of news pieces.
- Students will write an essay using the same news topic but comparing and contrasting the information (bias, tone, opinion) from 3 different news sources.

Alternative:

- Create Kahoots in groups reviewing information learned.
- Create posters with information learned.
- Create quizzes or flipgrids reviewing information learned.

Interdisciplinary Connections

Students will create appealing slides to convey the point of different perspectives and biases in news sources.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

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COURSE Digital Media

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Technology Integration

Writing an essay using various sources and comparing/contrasting their take on the same topic.

- Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.





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Time Frame	5 Weeks
Topic	
Gathering Information	
Alignment to Standards	
RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g. graphics, captions, indexes) to locate and integrate information. RI.PP.6.5 Identify author's purpose, perspective, or potential bias in a text and explain the impact on the reader's interpretation. W.IW.6.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. W.RW.6.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Learning Objectives and Activities	
SWBAT: • Create 5WH Questions to guide research • Decipher whether sources are credible or not credible	

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COURSE Digital Media

- Conduct Interviews successfully
- Gather information in other ways such as polls and questionnaires

Learning Activities:

- Create 5WH questions just from a headline
- Model 5WH questions
- Create 5WH questions for research on a topic
- Interview practice with teachers
- Mock interviews with characters from Disney Movies
- Applied Digital Skills lesson on credible and non credible sources
- Practice finding articles and filling out graphic organizer checking for credibility
- Gather information with a partner about a club, sport, extra-curricular in school.

Assessments

Formative:

- Small group and full class discussion
- Group work
- Journal writing/reflection
- Blogging/Class Website Contributions

Summative:

- Create 5WH questions then use them to gather information using a nursery rhyme.
- Crime Scene Interviews at Mock Crime Scene (Create questions, perform the interview, come up with a solution to the crime based on the interview.)

Alternative:

- Create Kahoots in groups reviewing information learned.
- Create posters with information learned.
- Create quizzes or flipgrids reviewing information learned.

Interdisciplinary Connections

Students will gather information for media productions using different strategies and source types.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

Career Readiness, Life Literacies, and Key Skills

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COURSE Digital Media

- 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Technology Integration

Students will use their knowledge of interviewing to gather information and solve a crime scene mystery.

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

- CRP11. Use technology to enhance productivity.
- CRP7. Employ valid and reliable research strategies.
- CRP4. Communicate clearly and effectively and with reason.

Time Frame

5 Weeks

Topic

Organizing and Production

Alignment to Standards

W.IW.6.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

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D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Acknowledge and attempt a formal/academic style, approach, and form.
F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources. CC
SL.II.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

Learning Objectives and Activities

SWBAT:

- Decipher the Difference Between Hard and Soft News
- Demonstrate the Parts of an Article (Headline, Lead, Body)
- Create Pieces of Writing for Both Print and On-Air
- Understand and Edit Work to be in Active Voice

Learning Activities:

- Create a list of school related topics that are hard news
- Create a list of school related topics that are soft news
- Collect headlines from newspapers & magazines that both demonstrate hard and soft news. Post them on the bulletin board in class under the heading “soft” or “hard”.
- Using one topic, create 4 different leads (of the types learned)
- Practice editing writing pieces to maintain an active voice.
- Using the skills learned previously such as the 5WH questions, students will create headlines and leads for actual stories.

Assessments

Formative:

- Small group and full class discussion

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- Group work
- Journal writing/reflection
- Blogging/Class Website Contributions

Summative:

- Formulate an idea, research using at least one of the gathering information techniques, organize ideas for an online article.
- Formulate an idea, research using at least one of the gathering information techniques, organize ideas for on-air news.

Alternative:

- Create Kahoots in groups reviewing information learned.
- Create posters with information learned.
- Create quizzes or flipgrids reviewing information learned.

Interdisciplinary Connections

Students will create content for both online and on-air media productions, noticing the similarities and differences along the way.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Technology Integration

Students will gather and organize information according to the platform with which it will be presented digitally.

- Students will access and assess library databases to further investigate lesson concepts.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

- CRP11. Use technology to enhance productivity.
- CRP7. Employ valid and reliable research strategies.

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- CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT English

COURSE Digital Media

Time Frame	5 Weeks
Topic	
Photography in Digital Media	
Alignment to Standards	
SL.PE.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.UM.6.5. Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.	
Learning Objectives and Activities	
SWBAT: • Describe stories that pictures tell. • Relate what was going on at the time with what is going on in the picture. • Understand the rule of thirds in pictures • Relay a message or emotion through photography. Learning Activities: • Analyze photos, give them a name, give them a caption • Go over the do's and don'ts of caption writing. Practice getting the info you need when taking photos and photo credit. • Take a group of pictures and put them into piles of good and bad. Which portray emotion and a story and which do not. • Photo list of specific types of photos to get: inanimate object, 3 people, sporting event, series layout, senior citizen, child, landscape. • They will write a paragraph about each photo and explain the proximity, color, lighting,	

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DEPARTMENT English

COURSE Digital Media

cropping, focus etc. in relation to the story.

Assessments

Formative:

- Small group and full class discussion
- Group work telling stories with pictures
- Journal writing/reflection
- Blogging/Class Website Contributions

Summative:

- Slides of photographs, students tell the story in one sentence. Group activity.
- Interview another student, capture them, based on interview information, in a picture. Display and explain the thought process.
- Convey a message or emotion through a picture with something going on in current events locally or in our country. Commons photo display.

Benchmark:

- Students will publish one article about a current event or a feature article including a powerful picture, caption, headline, lead, and 5WH questions answered throughout. (All things learned throughout the course). They will follow steps of source credibility, gathering information, and staying true to the laws and ethics of journalism.

Alternative:

- Create Kahoots in groups reviewing information learned.
- Create posters with information learned.
- Create quizzes or flipgrids reviewing information learned.

Interdisciplinary Connections

Students will analyze important photo journalism from history & discuss how certain pictures captured the essence of that time.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

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9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Technology Integration

Students will use what they have learned throughout the course to create a media feature including information gathered and organized appropriately and pictures to accompany the story.

- Students will use a media platform in order to extend learning and apply skills to new content.
- Students will consider the appropriateness of the digital tool for the task.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

- CRP11. Use technology to enhance productivity.
- CRP7. Employ valid and reliable research strategies.
- CRP4. Communicate clearly and effectively and with reason.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

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- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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