### Introduction to Media

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A. Demonstrate knowledge of the origins, evolution and influences of media in society

1. Describe the factors that contributed to the rise of newspapers in early America
   - Explain how newspapers contributed to the formation of the democratic process
   - Describe how the major mediums originated and affected society

### Alignments:
- CCSS: 9-10.RI.2; 9-10.RI.3; 9-10.RI.5; 9-10.RI.9; 9-10.RH.2; 9-10.RH.4
- Performance: 1.2, 1.6, 1.9, 2.2, 2.7, 4.4
- Knowledge: (CA) 1,3,6,7 (SS) 1,2,7
- SSCLE: MUSWH.3a.Y (US History); TSSI.7.E,F (US History)
- NETS: 1a; 3a,b,d; 4b; 5c
- DOK: 2

### Instructional Strategies

- The teacher:
  - guides discussion groups
  - facilitates the composition of a timeline: PBL
  - monitors independent study of historical texts and documents

### Assessments/Evaluations

- Periodic tests & quizzes
- PBL project
- Inquiry/answer
Sample Assessment Questions

- What is the connection between newspapers and the development of democracy?
- How did television affect American culture?

Instructional Resources/Tools

- Video/audio equipment
- Crafting materials
- Historical texts and documents
- iPad

Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

Cross Curricular Connections

- ELA:
  - Reading
  - Writing
  - Researching
  - Group discussions
- Social Studies:
  - Government
  - American History

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# Introduction to Media

### Big Idea

**Key Ideas and Details**
- Integration of Knowledge and Ideas
- Comprehension and Collaboration

### Standards

B. Acquire understanding of ethics in news gathering and reporting

### Learning Targets

1. • Explain the definitions of libel and slander
   • Explain what constitutes plagiarism
   • Apply ethical understanding to case scenarios

### Alignments:

- **CCSS:** 9-10.RI.2; 9-10.RI.8; 9-10.SL.1; 9-10.SL.3
- **Performance:** 1.1, 1.2, 1.10, 2.3, 3.1, 3.4
- **Knowledge:** (CA) 2,6 (SS) 6
- **SSCLE:** RIGIT.6.K,L,N,O (US History); TSSI.7.C (US History)
- **NETS:** 1a; 3b; 4a,d; 5a,c
- **DOK:** 3

### Instructional Strategies

- The teacher:
  - models appropriate documentation requirements for protected works
  - facilitates:
    • group discussions on factors that constitute libel and slander
    • student collaboration of how ethics apply to real-life scenarios
    • guides students through contemporary and controversial reporting with ethical considerations

### Assessments/Evaluations

- Presentations with scoring guides
- Periodic tests and quizzes
- Written responses to ethical scenarios

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Sample Assessment Questions

- What distinguishes a public figure from a private figure?
- What mindset should a reporter possess when dealing with any news story?
- How should a journalist respond to uncertainty about ethical issues?

Instructional Resources/Tools

- Periodicals
- Video/audio equipment
- iPad
- Case scenarios

Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Cross Curricular Connections

- Social studies
  - Government
  - American History
### Strand: Reading Standards for Informational Text

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#### Big Idea

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#### Standards

C. Identify the characteristics and style aspects of news stories utilized in various mediums and apply them.

#### Learning Targets

1. • Write an effective news lead that contains the who, what, where, when, and how of a news event
   • Explain the stylistic writing differences among print, broadcast and radio
   • Write within space and time requirements
   • Organize information in regards to importance

#### Alignments:

- Performance: 1.5, 1.6, 1.8, 2.2, 3.2
- Knowledge: (CA) 1,3 (SS) 6
- NETS: 2a,b; 3b; 5a-c
- DOK: 3

#### Instructional Strategies

- The teacher:
  • models writing approaches in various styles
  • guides practice with student writing and provides feedback
  • utilizes graphic organizers to prioritize information

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### Assessments/Evaluations
- Written assignments
- Quizzes and tests
- Observations

### Sample Assessment Questions
- How does a script for a broadcast segment differ from news copy in a newspaper?
- What are the characteristics of writing in the inverted pyramid model?

### Instructional Resources/Tools
- Style manuals
- Graphic organizer
- iPad

### Literacy Connections
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections
- ELA: English I-IV
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**Standards**

D. Utilize interviewing techniques and equipment to gather information for news story

**Learning Targets**

1. 
   - Determine sources important for story development
   - Preplan for interviews
   - Conduct effective interviews

**Alignments:**

Performance: 1.1, 1.3, 1.4, 2.3, 2.6
Knowledge: (CA) 1,3,5 (SS) 6
NETS: 1a; 3a,b; 5; 6a,b,d
DOK: 3

**Instructional Strategies**

- The teacher:
  - demonstrates use of graphic organizer as preplanning tool
  - models effective interview rapport
  - monitors mini-groups to develop student skills
  - provides feedback
  - shows instructional video on interviewing practices

**Assessments/Evaluations**

- PBL: Students prepare, schedule, conduct and publish interviews
- Self-assessment to identify areas for improvement
- Assessments of note-taking skills
**Sample Assessment Questions**

- Why are interviews important to news stories
- If a school is experiencing numerous thefts, who would be important sources for information? Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Instructional Resources/Tools**

- Pencil & paper
- iPad
- Audio equipment

**Literacy Connections**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Conduct short as well as more sustained research projects to answer a question (including a self-generated 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
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**Cross Curricular Connections**

- ELA:
  - Research
  - Presentation/speaking skills
  - Journalistic writing
  - Broadcast Journalism
### Strand
| Speaking and Listening Language |
| Reading Standards for Literacy in Science and Technical Subjects |

### Big Idea
| Comprehension and Collaboration |
| Knowledge of Language |
| Vocabulary Acquisition and Use |
| Key Ideas and Details |
| Craft and Structure |

### Standards

E. Produce photographs that demonstrate sound composition, theme, and artistic aspects

### Learning Targets

1. Identify and utilize components and applications on their photographic device
2. Use photographic terminology
3. Utilize the rules of composition
4. Take multiple photographs on the same topic that complement the theme

### Alignments:

CCSS: 9-10.SL.1d; 9-10.L.3; 9-10.L.6; 9-10.RST.3; 9-10.RST.4
Performance: 1.4, 1.5, 1.6, 1.8, 2.5
Knowledge: (CA) 1,3 (FA) 1,3
NETS: 1a,b; 6a
DOK: 4

### Instructional Strategies

- The teacher:
  - guides:
    - practice for proper usage of equipment
    - students through the process of producing a picture page: PBL
  - reviews terminology and definitions
  - works with students to plan assignments
  - provides feedback to improve student skills with composition rules
### Assessments/Evaluations

- Periodic tests
- Assessment of:
  - photos
  - culminating projects

### Sample Assessment Questions

- What adjustments can be made to compensate for low lighting?
- How does the action in the photo determine its placement on a page?

### Instructional Resources/Tools

- Camera
- iPad
- Dummy sheet
- Projection equipment

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
## Cross Curricular Connections

- **Science & Technology:**
  - Performing technical tasks
  - Vocabulary
- **ELA:**
  - Journalistic Writing
- **Visual Arts:**
  - Broadcast Journalism
  - Digital Photography
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### Standards

F. Compose a video production of various segments that provides an in-depth presentation of an event

### Learning Targets

1. 
   - Identify and utilize components of video device
   - Preplan video segments
   - Write scripts that meet information and time requirements
   - Shoot footage that connects to a central theme or topic
   - Edit segments into a production that has a coherent progression

### Alignments:

Performance: 1.1, 1.2, 1.4-1.6, 1.8, 2.1, 2.2, 4.5
Knowledge: (CA) 1,5,6 (FA) 1
NETS: 1a,b; 2a,b; 3a,b; 5a-c; 6a
DOK: 4

### Instructional Strategies

- The teacher:
  - demonstrates component operations
  - provides examples and practice at broadcast writing
  - utilizes examples of broadcast stories for student critique
  - facilitates production of broadcast story: PBL
## Introduction to Media

### Assessments/Evaluations

- Periodic test and quizzes
- Evaluation of graphic organizer
- Assessment of culminating project

### Sample Assessment Questions

- How does broadcast writing differ from newspaper writing?
- What information is necessary at the start of a broadcast story?

### Instructional Resources/Tools

- Projector
- iPad
- Writing materials
- Samples of broadcast stories

### Literacy Connections

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Conduct short as well as more sustained research projects to answer a question (including a self-generated 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
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
## Cross Curricular Connections

- **ELA:**
  - Writing
  - Editing
  - Research
- Digital Photography
- Journalistic Writing
### Strand

**Writing Language**

### Big Idea

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<td>G. Demonstrate knowledge of media-related occupations and the roles of the individuals who work them</td>
<td>1. Explain the processes through which information passes to reach presentation</td>
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<td>• Identify the roles of news staff and their connection to the overall process</td>
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<td>• Explain how communication roles are necessary for various enterprises (strategic communications) and society</td>
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### Alignments:

- **CCSS:** 9-10.W.8; 9-10.L.1
- **Performance:** 1.1, 1.2, 2.2, 2.6, 4.3, 4.8
- **Knowledge:** (CA) 1,3  (SS) 6,7
- **NETS:** 1a,d; 3a; 4c
- **DOK:** 3

### Instructional Strategies

- **The teacher:**
  - guides:
    - discussion on the gamut of communication occupations
    - PBL – web-based research on projects directed at:
      - occupations
      - incomes
      - societal trends
      - economic factors
  - utilizes communication professionals to speak about their respective fields
Assessments/Evaluations

- Periodic assessments
- Culminating projects

Sample Assessment Questions

- How has the Internet affected jobs in the communication field?
- Why should economic factors be considered when choosing an occupation?
- How does the rise of new mediums affect existing ones?

Instructional Resources/Tools

- Projection equipment
- iPad
- Guest speakers

Literacy Connections

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

Cross Curricular Connections

- Social Studies: Economics