Summit High School
10th - 12th Grades / Elective
Length of Course: Semester

21st Century Media and Communication

Course Description:
This one-semester course is for students interested in learning about the consumption and production of media in the digital age. All assignments in 21st Century Media and Communication are connected to these major course goals: to access, analyze, and evaluate different forms of contemporary and emerging media (podcasts, blogs, online journalism, advertising, etc.), to produce “new media” projects, including podcasts, multimedia slideshows, video/audio newscasts, blogs, short films, etc., to learn and apply skills in public speaking through the production of media projects.

Additionally, the following core concepts will provide the foundation for the course:

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit or power.

This course was developed to complement the 21st Century Learning standards present in Journalism, Moving Image, and Film Studies courses offered at Summit High School as part of the Media Literacy Program. Each of these courses incorporates the Framework for 21st Century Learning standards, skills, and themes, reflecting them in the design of units and lessons.

New Jersey’s 21st Century standards, skills, and themes are as follows:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration;
- Information Literacy;
- Media Literacy;
- Life and Career Skills; and
- Economic, Business, and Civic Literacy.

Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension
**Key Ideas and Details:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure:**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delinate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**
10. Read and comprehend complex literary and informational texts independently and proficiently.

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**Big Ideas: Course Objectives / Content Statement(s)**
- Accessing, analyzing, evaluating New Media
- The impact of New Media on current and emerging cultural, social, and political landscapes
- Responsible Consumption of Media Messages

<table>
<thead>
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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
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- Who created this message?
- What creative techniques are used to attract my attention?
- How might different people understand this message differently?
- What values, lifestyles and points of view are represented in, or omitted from, this message?
- Why is this message being sent?
- How is the story told visually?

Students will understand that...
- All media messages are constructed.
- Media messages are constructed using a creative language with its own rules.
- Different people experience the same media message differently.
- Media have embedded values and points of view.
- Most media messages are organized to gain profit or power.
## Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

### Key Ideas and Details
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.

### Craft and Structure
- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- 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.

## Examples, Outcomes, Assessments

### Instructional Focus:
- To perform a “close reading” of a scene and discuss the visual, auditory, and discursive techniques and conventions that help create meaning within that scene.
- Identify media industry structures and practices at work in a specific form of media.
- Compare audience responses and reactions to media and discuss ways in which audiences actively construct meaning from the text.

### Sample Assessments:
Students will perform a textual, industry and audience analysis of a 10-12 minute Reality TV segment. Students will use clips from the program to support a textual analysis; draw on industry-related data and trade publications to support an industrial analysis; and open up their presentation to the class for an ad hoc audience analysis.

### Instructional Strategies:
#### Interdisciplinary Connections
Students find a reality show directly related to content-area course (biology, athletics, cooking, etc.)

#### Technology Integration
Students access various online critiques and commentary in response to the selected reality show.

#### Global Perspectives
Students may discover and utilize an international reality show that is virtually unknown in the United States.

### 21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
August, 2010

- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Anchor Standard—Writing:
Text Types, Responding to Reading and Research

Text Type and Purposes:
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Big Ideas: Course Objectives / Content Statement(s)
- Producing content-rich New Media
- Communicating purposes effectively
- Effective Representation of Ideas

Essential Questions
What provocative questions will foster inquiry,

Enduring Understandings
What will students understand about the big
<table>
<thead>
<tr>
<th>Understanding, and transfer of learning?</th>
<th>Ideas?</th>
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<tbody>
<tr>
<td>• What am I authoring?</td>
<td>Students will understand that...</td>
</tr>
<tr>
<td>• Does my message reflect understanding in format, creativity, and technology?</td>
<td>• Effective writers pay attention to the words they use in order to convey a specific message to a specific audience.</td>
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<tr>
<td>• Is my message engaging and compelling for my target audience?</td>
<td>• Effective writing is the result of practice and consumer awareness.</td>
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<tr>
<td>• Have I clearly and consistently framed values, lifestyles and points of view in my content?</td>
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<td>• Have I communicated my purpose effectively?</td>
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<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
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<tr>
<td>• 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.</td>
<td>• To create a storyboard that demonstrates outstanding preparation in every detail of public service announcements (PSA): images, script, text, music, transitions, and effects</td>
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<tr>
<td>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>• To demonstrate a clear understanding of the building blocks and emotional appeals of persuasion with a PSA that achieves effective application</td>
</tr>
<tr>
<td><strong>Productions and Distribution of Writing</strong></td>
<td>• To analyze target audience and use appropriate appeals to communicate the message effectively</td>
</tr>
<tr>
<td>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>• To demonstrate good use of visual images to communicate the message effectively</td>
</tr>
<tr>
<td>• 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.</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td>• An exemplary PSA project will have the following characteristics: the storyboard demonstrates outstanding preparation in every detail, the PSA demonstrates an outstanding understanding of the building blocks and emotional appeals of persuasion, shows outstanding audience analysis, powerful use of visual images, and outstanding continuity.</td>
</tr>
<tr>
<td>• 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.</td>
<td>Instructional Strategies:</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

• Use content-area course material related to controversial issues or current events to inspire the PSA
Technology Integration
• Using iMovie software to create good continuity within the PSA and demonstrate effort to create a polished, finished product

Global Perspectives
• Students may choose an issue of current global significance (environment, genocide, war, space travel, natural disasters, etc.)

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Communication and Collaboration
• Information Literacy
• Media Literacy
• Life and Career Skills

21st Century Themes (as applies to content area):
• Financial, Economic, Business, and Entrepreneurial Literacy
• Civic Literacy
• Health Literacy

Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration

Comprehension and Collaboration:
1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas: Course Objectives / Content Statement(s):
August, 2010

- Active listening for critical consumption of media messages
- Creating consumer awareness

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<tr>
<td>Why speak?</td>
<td>Students will understand that...</td>
</tr>
<tr>
<td>How do good speakers express their thoughts and feelings?</td>
<td>• Good speakers appeal to an audience through variations of tone of voice, message, delivery, body language, etc.</td>
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<tr>
<td>What makes a speaker easy to follow?</td>
<td>• In order to listen actively, a good listener must hear beyond the words being spoken.</td>
</tr>
<tr>
<td>Why am I speaking?</td>
<td>• New media often requires the listener to process audio and visual messages simultaneously.</td>
</tr>
<tr>
<td>What am I trying to say?</td>
<td></td>
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<tr>
<td>To whom am I speaking?</td>
<td></td>
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<tr>
<td>What does a good listener listen for?</td>
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<td>Students will:</td>
<td>Instructional Focus:</td>
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<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td>• To recognize influences of music and sound effects on TV images</td>
</tr>
<tr>
<td>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
<td>• To analyze the role of sound effects, music, and dialogue in the construction of TV and other multimedia presentations</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td>• To apply an understanding of the relationship between visual images and sound through adding sounds to story telling</td>
</tr>
<tr>
<td>• 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.</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td>• 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.</td>
<td>Students produce and oral and written analysis of three short TV or movie scenes that contain the following:</td>
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<tr>
<td>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>a. an action scene that could have explosions, fighting, car chases, etc.</td>
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<td>b. animals in the wild</td>
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<td></td>
<td>c. an ambiguous scene that is unknown to students where the characters are speaking a foreign language</td>
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**Instructional Strategies:**

**Interdisciplinary Connections**

- Student awareness of the influence of sound and music on visual images can be applied to any TV or film screening in any content-area class.
### Technology Integration
- Students may extend this knowledge and understanding to YouTube and other online video formats.

### Global Perspectives
- Using foreign language clips will highlight the international trends in terms of audio-visual relationship.

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<td>• Financial, Economic, Business, and Entrepreneurial Literacy</td>
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**Anchor Standard—Language:**

**Conventions, Effective Use and Vocabulary**

**Conventions of Standard English:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**

3. 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.

**Vocabulary Acquisition and Use:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

**Big Ideas: Course Objectives / Content Statement(s)**

- Conveying values, lifestyles, and points of view via media messages
- Identifying audience-specific vocabulary for a variety of media messages

**Essential Questions**  
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What words would most effectively convey my message?
- How will my vocabulary impact my audience?
- How does language influence the meaning of a text?
- What vocabulary is most appropriate for certain purposes/audiences?

**Enduring Understandings**  
*What will students understand about the big ideas?*

- Students will understand that...
  - Word choice depends upon the intended purpose/meaning/audience of a message.
  - Different audiences usually require and respond to different word choice and use of visual and written language.

**Areas of Focus: Proficiencies**  
*(Cumulative Progress Indicators)*

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<td>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• Define words using images, sound, or other multimedia</td>
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<td>• 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.</td>
<td>• Using Google image search, students will compile images to match with personal vocabulary lists.</td>
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<th>Vocabulary Acquisition and Use</th>
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<td>• 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.</td>
<td><strong>Interdisciplinary Connections</strong></td>
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<td>• Vocabulary lists are composed of terms from any content-area course.</td>
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**Technology Integration**

- The Google search process can be accessed
in terms of filtering, international searches.

Global Perspectives
- Students can choose international perspectives for multimedia analysis.
- Students may also use vocabulary lists from Foreign Language courses/texts.

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**Texts and Resources:**

*Lesson Plans for Creating Media-Rich Classrooms.*
Editors: Mary T. Christel and Scott Sullivan

*Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms.*
Will Richardson

*Media & Culture: An Introduction to Mass Communications*
Richard Campbell
Christopher R. Martin
Bettina Fabos

*Writing Our Communities: Local Learning and Public Culture.*
Editors: Dave Winters and Sarah Robbins