

Mifflin County School District Planned Instruction

Title of Planned Instruction: Media I

Subject Area: Reading, Writing, Speaking, and Listening

Grade: 10 Prerequisite: English 9 with a C average

Grade 11: Prerequisites: English 9 and 10 with a C average

Grade 12: Prerequisite: English 9, 10, and 11 with a C average

Course Description: Students will examine how media messages are designed, created, and targeted for their audiences. Students will become proficient in the operation of portable and studio cameras, and they will conduct interviews as well as shoot and edit video for class and individual projects. Students will learn to operate the control board, which includes the character generator, switcher, and soundboard, for morning announcements and other student productions.

Required Time: One semester

Major Text(s) and Resources:

Media Writing. Addison-Wesley Educational Publishing, Inc., 2000

Names of District Subject Area Curriculum Writing Committee:

Roger A. Herto
Tona Y. Williams

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Independently
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
E. Begin to establish a written and spoken vocabulary by identifying and correctly using new words related to the field.	Use new vocabulary.	Quiz Writing assignment Teacher observation

Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
A. Begin to read and understand informational texts and/or documents.	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and non-essential information. • Make decisions and draw conclusions using established criteria. 	Test Note taking Discussion Performance task
B. Begin to use, understand, and evaluate a variety of media and evaluate the quality of material produced.	<ul style="list-style-type: none"> • Evaluate and select appropriate media. • Compare and contrast the techniques used in various forms of media. • Use design, develop a product in the media to demonstrate an understanding of the field. 	Project Performance task Discussion

Strand: 1.4 Types of Writing
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
A. Introduce writing of scripts and/or storyboards.	<ul style="list-style-type: none"> • Use varying organizational methods. • Use relevant illustrations. • Use dialogue where appropriate. • Utilized detailed descriptions. • Utilize literary devices. 	Project Discussion Peer evaluation
B. Introduce writing and developing informational pieces such as commercials, documentaries, and news segments.	<ul style="list-style-type: none"> • Use relevant graphics. • Evaluate and use appropriate sources. 	Projects Teacher observation

Strand: 1.5 Quality of Writing
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> • Identify topic, task, and audience. • Establish and maintain a single point of view. 	Discussion Project Script sample
B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> • Gather, verify, and organize information. • Employ the most effective format for purpose and audience. 	Project Script sample
E. Revise scripts.	<ul style="list-style-type: none"> • Improve style. • Improve clarity of meaning. • Improve organization in the context of purpose and audience. 	Writing sample Peer evaluation

Strand: 1.6 Speaking and Listening
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
A. Initiate listening and observing others.	<ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevance of information, ideas, and opinions. 	Discussion Projects
B. Listen and observe various media presentations.	<ul style="list-style-type: none"> • Make predictions. • Relate to previous knowledge. • Summarize and reflect on content. • Analyze and synthesize the presentations, relating them to other presentations. 	Projects Discussion Teacher observation
C. Introduce speaking using skills appropriate to various media situations.	<ul style="list-style-type: none"> • Adjust presentation according to audience and purpose. • Use effective verbal communication skills to create the desired impression or effect on the audience. • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	Project Teacher observation Performance task
D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant information, ideas, and opinions. • Listen to and acknowledge the contributions of others. • Paraphrase and summarize as needed. 	Teacher observation Discussion

E. Participate in cooperative activities and collaborative presentations.	<ul style="list-style-type: none"> • Conduct interviews. • Critically evaluate group discussion. 	Projects Teacher observation
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F. Introduce the use of media for learning purposes..	Recognize the impact of media on public opinion.	Discussion Tests
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Strand: 1.8 Research
Grade/Course: Media I

Grade Level Objectives	Performance Indicators	Assessment
A. Identify topics for research.	Select and refine a topic for research.	Teacher approval – checklist

B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Use a variety of reliable primary and secondary resources to research topic. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research. 	Checklist Teacher observation
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C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> • Take notes relevant to the research topic. • Organize research findings. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. 	Writing sample Rubric
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District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Whole group instruction
- Small group instruction
- Cooperative groups
- Peer revising and editing
- Teacher and peer conferencing
- Projects
- Creative activities
- Class discussion
- Modeling process
- Direction instruction
- Self-reflection
- Oral presentations
- Individual instruction
- Dramatizations
- Independent study
- Research
- Independent reading
- Guest speakers
- Guided reading