

21st Century Media Impact Prepared by: Lisa Hayne

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on
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Born on **Date August 2017**

21st Century Media Impact

Course Description:

21st Century Media Impact will employ the students' current knowledge base and skill levels as digital citizens of the modern world. This course is designed to help high school students develop an in-depth understanding of the various ways in which society is impacted by technological advancements, media output, and corporate power shifts. The predominant theme of this course of study is Coping with Progress—a concept integrating the inevitability of change, responsibilities in the digital era, the media's influence and power, and shifting societal trends, for better or worse, and the wisdom to know the difference. Students will participate in a variety of collaborative learning activities designed to develop critical thinking and problem solving skills, cultural understanding, appreciation and respect for diversity, and an ability to incorporate this learning with that acquired in English and other humanities..

Suggested Course Sequence:

Unit 1: Social Media – Impacting human relationship for better and worse. 3 weeks

Unit 2: The Newsroom – Understanding the power of 21st Century news. 3 weeks

Unit 3: Bullying in the 21st Century – Public service announcements to help end the epidemic. 2 weeks

Unit 4: Media Conglomerates – Who owns what and what does that mean for us? 4 weeks

Unit 5: Mindfulness – Maintaining balance in a tech-filled age. 3 weeks

Unit 6: Predicting the Future – What will the 22nd century have in store? 4 weeks

Unit 7: Final Project – What does “21st Century Media Impact mean to you? 2 weeks

Content Area: 21st Century Media Impact

Unit Title: Social Media - Impacting human relationships for better and worse.

Grade Level: 9-12

Unit Summary:

An analysis of the latest social media tools will illuminate the positive and negative effects they can have on interpersonal relationships in the 21st century. Research the effects that social media has on human relationships. Discuss the positive and negative impact on humanity. Predict what the future holds for society.

21st Century Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Standards (Content and Technology):

CPI#:	Statement:
NJSLS.RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
NJSLSA.SL2.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.9-10.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
NJSLSA.W2	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.
NJSLS.W.9-10.2A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
NJSLS.W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
NJSLS.W.9-10.7.	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.
NJSLS.W.9-10.8.	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.
NJSLS.W.9-10.9.	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> • How did humans interact before social media? • What are the various tools for interaction in the 21st Century? • What aspects of the most-used social media have a positive impact on interpersonal relationships? Negative impact? • How can people better understand the strengths and weaknesses of the social platforms they use? • What do students most need to know about the effects, both positive and negative, social media has on their lives? • How can you best educate an audience of social media users of the potential downfalls inherent to social media? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Interpersonal relationships forming and lasting are dependent on the types of communication available and used • As interaction methodology evolves, people must learn how to maintain positive interactions • Changing trends in technology can lead to positive and negative societal changes—people must learn to use technology effectively • Technology is always changing—education for its proper use is of utmost importance • Effectively appealing to your target audience requires research, creativity, collaboration, and feedback. </div> </div>	
Unit Learning Targets/Objectives: Students will... <ul style="list-style-type: none"> • Research communication methods pre- and post-turn of the century • Present findings of positive and negative impact of social media • Compile data as evidence to support stance • Predict future of relationships and social media outlets • Collaborate in groups to create educational marketing campaign for school community 	

Summative Assessment (10 days)

PBL: Student groups collaborate to create a marketing campaign, meant to educate the community about social media's positive and negative impact on interpersonal relationships. Offer advice about creating meaningful interpersonal skills and relationships, be they online or in person, in the 21st century. The final product should be creative, thought provoking and eye-catching.

Equipment Needed: Computers, Internet access, printing capability, student Google accounts

Teacher Resources: Online resources

Formative Assessments

- Researched notes/graphic organizers
- Discussion and debate topics
- PowerPoint presentation
- Journal entries/letters

Modifications:

- Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction
- English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion

At-Risk Students:

- allow extended time for project completion, provide hands-on activities, accept participation at any level

Gifted and Talented Students:

- allow for peer-to-peer instruction, provide leadership positions in group context

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	Consider and record social media use	1 class period
Research Pre-21st Century Communication Tools	Research and share with the class	2 class periods
Analyzing the Strengths & Weaknesses of Social Media	Class Discussion & Research. Find examples of each.	2 class periods
Using Social Media for Good (or Evil)	Research and share examples.	2 class periods
Predicting the Future of Relationships & Social Media	Read Articles & Discuss	3 class periods
Summative	Educating the Community via a Viral Marketing Campaign 10 class periods	10 Class Periods

Teacher Notes:

Curriculum Development Resources

<http://online.wsj.com/news/articles/SB10001424052970204660604574370450465849142?mg=reno64->

[wsj&url=http%3A%2F%2Fonline.wsj.com%2Farticle%2FSB10001424052970204660604574370450465849142.html](http://online.wsj.com%2Farticle%2FSB10001424052970204660604574370450465849142.html)

<https://www.facebook.com/notes/facebook-data-science/how-families-interact-on-facebook/10151208188528859>

<http://www.digitaltrends.com/social-media/turns-out-facebook-is-ruining-our-relationships-as-it-brings-the-world-together/#!OzCPR>

<http://thoughtcatalog.com/ryan-oconnell/2011/09/another-reason-why-facebook-and-twitter-are-ruining-our-lives/>

<http://www.mcafee.com/us/about/news/2013/q2/20130604-01.aspx>

<http://vimeo.com/70534716>

<http://www.youtube.com/watch?v=Z7dLU6fk9QY>

Content Area: 21st Century Media Impact	
Unit Title: The Newsroom - Understanding the power of 21st Century news	
Grade Level: 9-12	
Unit Summary: An analysis of the various 21st century news outlets will showcase the triumphs and challenges journalism faces today. Understand the impact of technology on the news, the new forms of 21st Century information, and the importance of a well-informed society and the dangers of an uninformed one.	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment. NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans. NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).	
Standards (Content and Technology):	
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NJSLSA.SL2.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.9-10.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
NJSLSA.W2	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.

NJSLS.W.9-10.2A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
NJSLS.W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
NJSLS.W.9-10.7.	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.
NJSLS.W.9-10.8.	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.
NJSLS.W.9-10.9.	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
NJSLS.RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
NJSLS.RL.9-10.5.	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 specific effects (e.g. mystery, tension, or surprise).
NJSLS.RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLS.W.9-10.1.	B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
NJSLS.W.9-10.1.	C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<div> Unit Essential Questions <ul style="list-style-type: none"> • What are the different forms of news in the 21st century? • What are the strengths and weaknesses of the various news outlets (i.e. 24/7 news, print, online, interactive, social media, opinion, open-forum, etc.)? • How is bias best detected, avoided, and/or employed in </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • As technology evolves, so does the way in which people learn about, and interact with, each other and the world • There are important questions of bias to consider when finding and/or providing the news </div>	

journalistic writing? <ul style="list-style-type: none">• What are the dangers of an uninformed, or incorrectly informed, society?• How does one best reach, influence, and maintain a large audience?• What techniques are most appropriate for different styles of journalism?• How can an author shift between different writing styles (i.e. feature, opinion, editorial, column, blog, essay, etc.)?	<ul style="list-style-type: none">• A democratic society running effectively is dependent on the education of its citizens• There are many different techniques to employ in order to engage and maintain an audience• Sharing detailed accounts of one’s life can provide catharsis for both author and readers alike	
Unit Learning Targets/Objectives: Students will... <ul style="list-style-type: none">• Read news stories as presented by different news outlets• Study writing techniques of journalism• Present findings of bias• Share personal narratives• Collaborate in groups to create and maintain an online news service		
Summative Assessment (10 days) PBL: Student groups collaborate to create an online news site, featuring the various writing formats studied in the Unit. Consider audience, purpose for writing, bias, and reliability of information. Groups will maintain and update the website periodically throughout the semester. The final product should be creative, thought provoking, eye-catching, and/or viral.		
Equipment Needed: Computers, Internet access, student Google accounts		
Teacher Resources: Online resources, Google Sites training		
Modifications: <ul style="list-style-type: none">• Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction• English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion	At-Risk Students: <ul style="list-style-type: none">• allow extended time for project completion, provide hands-on activities, accept participation at any level Gifted and Talented Students: <ul style="list-style-type: none">• allow for peer-to-peer instruction, provide leadership positions in group context	
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Introduction & Pre-Assessment	How do you get the news?	1 class period
The Different Places for News	Gatekeepers concept and practice	1 class periods
Forming a New Habit - Finding the News	Read news - newspapers, read/watch online news, watch television news, listen to	1 class periods (ongoing)

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	audio/radio news	
Bias – Different Types	Find and Analyze	2 Class Periods
7 Strengths and Weaknesses of 21st Century News (24/7 Cable, Online, Social	Discuss	1 Class Period
Writing News	Hook and Maintain	5 Class Periods
Summative:	Create and Maintain a News Web Site	10 Class Periods (ongoing)
<p>Teacher Notes:</p> <p>Curriculum Development Resources: https://news.google.com/nwshp?hl=en&tab=wn http://www.nytimes.com/ http://www.cnn.com/ https://docs.google.com/forms/d/1g9RW4XpiuYwVMleJwXKbP_jme5eDnV01xIRBgtAIGFk/viewform http://hyperboleandahalf.blogspot.com/</p>		

Content Area: 21st Century Media Impact	
Unit Title: Bullying in the 21st Century - Public Service Announcement to help end the epidemic	
Grade Level: 9-12	
Unit Summary: With new technology comes new responsibility, as the 21st century is home to disturbing new trends in online bullying. Students take a stance against this and other issues, in creating public service announcement videos.	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
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Standards (Content and Technology):	
CPI#:	Statement:
NJSLSA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	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.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLS.SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

	<p>and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
NJSLS.SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
NJSLS.SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
Unit Essential Questions <ul style="list-style-type: none"> • How are 21st century technologies providing new challenges to overcome? • What does the data say regarding bullying and violence statistics on social media? • What resources are available for victims of bullying or violence? • How can students best understand the impact of the decisions they make online? • How can a video public service announcement contribute to a positive school climate? 	Unit Enduring Understandings <ul style="list-style-type: none"> • As technology evolves, so does the way in which people learn about, and interact with, each other and the world • A safe, positive climate is necessary for learning • Data may not always be wholly reflective of the truth, as cases of particularly tragic events can go unreported • Positive change can come as a result of raised awareness • Sympathy for others is necessary when attempting to communicate a serious message to an audience
Unit Learning Targets/Objectives: Students will... <ul style="list-style-type: none"> • Present statistics of bullying and violence • Understand public service announcement techniques • Collaborate in groups to write, film, and present an anti-bullying/violence PSA 	
Summative Assessment (5 days) PBL: Student groups collaborate to create a public service announcement about anti-bullying and/or anti-violence. Teams will include statistics in writing a script for the PSA. Groups will film and edit the finished product, before presenting it to the entire school at an assembly. The final product should be creative, thought provoking, eye-catching, and/or viral.	
Equipment Needed: Computers, Internet access, recording devices, editing software Teacher Resources: Online resources, filmmaking training Formative Assessments <ul style="list-style-type: none"> • Researched notes/graphic organizers • Discussion and debate topics <ul style="list-style-type: none"> • Journal entries/letters 	

- Teamwork assessment

Modifications:

- Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction
- English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion

At-Risk Students:

- allow extended time for project completion, provide hands-on activities, accept participation at any level

Gifted and Talented Students:

- allow for peer-to-peer instruction, provide leadership positions in group context

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	Experiences with bullying.	1 Class Period
Bullying Statistics in the 21st Century	Research	2 Class Periods
Bully Documentary	View and Discuss	3 Class Periods
Public Service Announcement Exemplars	View and analyze	1 Class Period
Writing a Script; Storyboarding a Film	Lab	3 Class Periods
Summative: Film and Edit PSA		2 Weeks
Teacher Notes: Use in conjunction with Week of Respect, Anti-Violence Awareness Week, and/or Cultural Awareness week, respectively. Curriculum Development Resources		

Content Area: 21st Century Media Impact	
Unit Title: Media Conglomerates – Who owns what and what does that mean for us?	
Grade Level: 9-12	
Unit Summary: An overview of the biggest conglomerate companies in the 21st century. Identifying the most powerful players in various industries (technology, food, television, movies, news, publishing, and manufacturing) will put a spotlight on the most influential people in the contemporary world. Understanding how these conglomerates affect the world allows for an approach toward making the community more aware.	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
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Standards (Content and Technology):	
CPI#:	Statement:
NJSLS.RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	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.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLS.SL.9-10.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
NJSLS.SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
NJSLS.SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • What are the biggest companies in the world, in each different industry? • Who are the wealthiest owners of these companies? • What are the various implications of the majority of the information in complete control of a few? • How do citizens stay aware of which companies are targeting them through their various offshoot companies? </div> <div> Unit Essential Questions <ul style="list-style-type: none"> • What are the biggest companies in the world, in each different industry? • Who are the wealthiest owners of these companies? • What are the various implications of the majority of the information in complete control of a few? • How do citizens stay aware of which companies are targeting them through their various offshoot companies? </div> </div>	
Unit Learning Targets Students will... <ul style="list-style-type: none"> • Research the top five companies in each industry • Learn effective presentation skills • Present findings of companies' leadership, holdings, net worth 	
Summative Assessment (5 days) PBL: Student groups collaborate to create, present, and record a live, effective presentation for an industry of their choice. The presentation is expository of facts, and persuasive in its opinion of the positive and negative impact that	

the
company has on society.

Equipment Needed: Computers, Internet access, student Google accounts

Teacher Resources: Online resources

Modifications:

- Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction
- English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion

At-Risk Students:

- allow extended time for project completion, provide hands-on activities, accept participation at any level

Gifted and Talented Students:

- allow for peer-to-peer instruction, provide leadership positions in group context

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	What do you know about the influence of big businesses and their CEOs?	1 Class Period
Stock Market Game	Learning about the major players	1 Class Period
Research Wealthiest CEOs and Companies	How can they influence you?	1 Class Period
Effective Presentation Technique	Tips	1 Class Period
Summative: Making a Presentation of Media Conglomerates	Limits on Conglomerates? Debate	10 Class Periods

Teacher Notes:

Curriculum Development Resources

Content Area: 21st Century Media Impact	
Unit Title: Mindfulness – Maintaining balance in a tech-filled age.	
Grade Level: 9-12	
Unit Summary: An overview of reflective techniques and meditative practices, to be considered amid the technology addictions of the 21st century. Learn alternate options to the Internet as a way of life; mindfulness as a healthy practice.	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment. NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans. NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4.	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.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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NJSLS.SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • What are some the positive and negative effects of technology consumption? • How can technology use be considered habit-forming behavior? • What are alternative habits to form as youth in the 21st century? • How do people best self-reflect, interior monologue, prioritize, and remain mindful? • Why should citizens consider practicing increased mindfulness in the digital age? • How does a teacher present a thesis to the class and persuade them to engage in critical thinking regarding the topic? </div> <div> Unit Essential Questions <ul style="list-style-type: none"> • With the advent of the Internet comes the responsibility to maintain healthy inter- and intra-personal relationships. • With practice and repetition, self-reflection can serve as a powerful tool for self-improvement • It is important to prioritize time and energy when distractions are all around • Everyone is an educator—one must master the content and also master how best to communicate that content to others </div> </div>	
Unit Learning Targets Students will... <ul style="list-style-type: none"> • Research self-reflection • Practice various mindfulness techniques • Understand the positive and negative impact of the abundance of technology • Collaborate in groups to form and present a lesson plan 	
Summative Assessment (5 days) PBL: Student groups collaborate to write a lesson plan, including goals, lecture, activity, assessment, and feedback, regarding mindfulness in the 21st century. Groups will present their lesson to the class. The final product should be creative, thought provoking, eye-catching, and/or viral. Equipment Needed: Computers, Internet access, student Google accounts Teacher Resources: Online resources	
<div> <div> Modifications: <ul style="list-style-type: none"> • Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction • English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion </div> <div> At-Risk Students: <ul style="list-style-type: none"> • allow extended time for project completion, provide hands-on activities, accept participation at any level Gifted and Talented Students: <ul style="list-style-type: none"> • allow for peer-to-peer instruction, provide </div> </div>	

leadership positions in group context		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	Practice mindfulness	1 Class Period
To Do Lists – The Inbox Is Never Empty	Why do feel we must always be multi-tasking? What are the results of this?	2 Class Periods
Don't Sweat the Small Stuff – Alternate Approaches to Living Life	Read - Discuss	3 Class Periods
Connected, but Alone – Impact of Internet Overuse	Articles/Discussions	1 Class Period
Mindfulness Techniques –	Mindful Eating Mindful Discussions Mindful Activism	3 Class Periods
Summative:	Lesson Plan on Mindfulness	5 Class Periods
Summative:	Presentations of Lesson Plans	5 Class Periods
Teacher Notes: Curriculum Development Resources Curriculum Development Resources http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=all http://www.ted.com/talks/sherry_turkle_alone_together http://www.psychologytoday.com/blog/mindful-eating/200902/mindful-eating http://dentsweat.com/books/		

Content Area: 21st Century Media Impact	
Unit Title: Predicting the Future – What will the 22nd century have in store?	
Grade Level: 9-12	
<p>Unit Summary: An overview of the 21st century's latest and greatest accomplishments will allow for educated predictions regarding the upcoming successes of the future. Students can formulate opinions of where this world is headed, idealistically and realistically, while considering the impact the potential changes would have on society.</p> <p>21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment. NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans. NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p>	
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NJSLS.SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • How did others from the past correctly predict the realities of the present? • What new technologies will become available for widespread consumption in the near and distant future? • How will new technologies continue to influence and impact societal norms? • What will various areas of everyday life will change as technology evolves? • How can past events allow people to make more educated guesses about the future? • In what ways can technology be used to solve common problems that citizens face? • What societal trends can inventors and innovators capitalize on to reach a widespread audience? </div> <div> Unit Essential Questions <ul style="list-style-type: none"> • The past can be an excellent indicator of the future • Changing technologies play an integral part in determining what societies come to deem as acceptable • All areas of life will have to continue to change as the technology dictates, or be faced with reality of becoming obsolete • There is no easy, practical way of halting or reversing human progress with regards to technology • Solutions to common problems can be put into effect with the help of technology • Creativity, research, and feedback are hallmarks of a successful capitalistic venture </div> </div>	
Unit Learning Targets Students will... <ul style="list-style-type: none"> • Appreciate the correct predictions from past authors/historians about the contemporary world • Research burgeoning technological advancements • Compile data as evidence to support stance • Engage in dialogue for feedback on proposals • Collaborate in groups to create a future society 	
Summative Assessment (5 days) PBL: Student groups collaborate to formulate a future society, including what the future holds for the education system, computer applications and software, and one other aspect of life from a previous Unit (i.e. social media, news, bullying, conglomerates, or mindfulness). The final product should be creative, thought provoking, eye-catching, and/or viral.	
Equipment Needed: Computers, Internet access, student Google accounts Teacher Resources: Online resources	
Formative Assessments <ul style="list-style-type: none"> • Researched notes/graphic organizers • Discussion and debate topics 	

- PowerPoint presentation
- Journal entries/letters

Modifications:

- Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction
- English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion

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- allow extended time for project completion, provide hands-on activities, accept participation at any level

Gifted and Talented Students:

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment		1 Class Period
Who Foresaw the 21st Century Lifestyle?		1 Class Period
Research New Technologies – A Study of Google, Amazon, Apple, et a		3 Class Periods
Problem-Solving 101 – Technology Moves Society Forward		1 Class Period
Summative: Create a Future Society – Education, Apps, Other		4 Class Periods
Summative: Presentations of Future Societies		5 Class Periods
Teacher Notes:		

Content Area: 21st Century Media Impact	
Unit Title: Final Project – What does “21st Century Media Impact” mean to you?	
Grade Level: 9-12	
<p>Unit Summary: Students explain what 21st Century Media Impact has taught them, by creating entertainment videos regarding the class for the school-wide community to enjoy.</p> <p>21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment. NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans. NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p>	
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NJSLS.SL.9-10.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	
<div>Unit Essential Questions</div> <ul style="list-style-type: none">• How has the 21st century impacted my life?• Is there another time period that would be more beneficial to grow up in?• What is most important to understand about the 21st century?• How can multiple groups combine their efforts to create a larger-scale production?• How can entertainment be used to educate?		
<div>Unit Essential Questions</div> <ul style="list-style-type: none">• There are innumerable factors in considering the pros and cons of any time period• There is no definitive way of knowing if the future or past will be/were better than the present• Audiences may respond to new material better when it is presented in an engaging way• Under proper circumstances, a group of people can create more powerful content than an individual.		
<div>Unit Learning Targets</div> <div>Students will...</div> <ul style="list-style-type: none">• Present various changes from the 21st century• Understand entertainment filmmaking techniques• Collaborate in groups to write, film, and present a commercial, sketch, or short story		
<div>Summative Assessment (5 days)</div> <p>PBL: Student groups collaborate to create an entertainment piece about 21st Century Media Impact. Groups will film and edit the finished product. The final product should be creative, thought provoking, eye-catching, and/or viral.</p> <p>Equipment Needed: Computers, Internet access, recording devices, editing software</p> <p>Teacher Resources: Online resources, filmmaking training</p> <div>Formative Assessments</div> <ul style="list-style-type: none">• Researched notes/graphic organizers• Discussion and debate topics• Journal entries/letters• Teamwork assessment		
<div>Modifications:</div> <ul style="list-style-type: none">• Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction• English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion		
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Lesson	Lesson Objective(s)	Time frame (day(s) to complete)

Midland Park Public Schools

Name/Topic		
Introduction & Pre-Assessment		1 Class Period
Time & Place –	How Life Could Be Very Different	
HitRecord.org	Television Series Exemplar	2 Class Periods
Wikipedia –	The True Power of Crowd-Sourcing	2 Class Period
Writing a Script; Storyboarding a Film	Lab	5 Class Periods
Summative	Film and Edit Entertainment Piece	5 Class Periods
<p>Teacher Notes:</p> <p>Curriculum Development Resources</p> <p>http://www.hitrecord.org/</p> <p>http://www.cbsnews.com/news/what-is-crowdsourcing/</p> <p>http://wikimediafoundation.org/wiki/Mission_statement</p>		