Advanced Multimedia Communication

Approved by the Board of Education on December 14, 2021
Mission and Vision

We relentlessly pursue, with optimism, equitable support for all students to navigate a changing world by providing rigorous and relevant learning experiences that strengthen their capacity as

- Open-minded and invested collaborators;
- Effective and thoughtful communicators;
- Resourceful and creative problem solvers;
- Curious and analytical critical thinkers;
- Informed and compassionate community members.

EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf). To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode, Assistant Superintendent of Human Resources, Equity and Title IX Compliance Officer
302 N. Midway Drive, Escondido, CA 92027
Office: (760) 291-3281, Email: cgoode@euhsd.org
**Course Description**

Advanced Multimedia Communication provides continued training of journalism leadership and related fields in a project-based environment. Coursework will focus on multimedia journalism and visual element principles and their application to industry/commercial and professional practice environments as well as the development of skills needed in order to effectively operate in a leadership role in a journalism-based environment. Skills and knowledge will be demonstrated in both the educational and work-based setting. Students will be creating artistic products that demonstrate a comprehensive knowledge of industry practices and professional expectations. They will complete studies in the arenas of the history and evolution of journalism, news literacy, ethics, photos and visuals (including photojournalism and graphic design), writing, design and layout, production and publication, and careers. Students will generate knowledge and understanding of digital editing and publishing platforms, such as (but not limited to) the SNO digital media platform, Adobe Photoshop & InDesign (with optional certification exam), and will apply industry standard technologies and content to the development of their stories. In this secondary level course, students will be expected to develop their independent practice, personal reflection and artistic development through brainstorming, experimentation, critique, and collaboration, but also to oversee and manage the student publication which includes peer-to-peer leadership and associated responsibilities. Student work will be evaluated using professional industry standards, culminating in a professional portfolio. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the capstone course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

**Course Information**

| Semester A: | Course Number: 5678 | Transcript Abbreviation: ADV MLTMEDIA COMM A P | Credits: 5 | Weighted: No |
| Semester B: | Course Number: 5679 | Transcript Abbreviation: ADV MLTMEDIA COMM B P | Credits: 5 | Weighted: No |

**Course Requirements**

- Length of Course: Yearlong
- Course Learning Environment: Classroom Based
- Type of Grade: Letter Grade
- Grade Level: 10-12
- Course Repeatable: Yes
- Maximum Credits, if Repeatable: 30
- Course Type: College Prep
- CTE/Designated College Prep: Yes
- CTE Course Level: Capstone

**Meets EUHSD Graduation Requirement:** Fine Arts or Designated College Prep/CTE or Elective
**Pathway:** Design, Visual, and Media Arts – Media Arts (Sub-Pathway)

**Meets UC/CSU Requirement:** F: Visual and Performing Arts
**UC Honors Designation:** No

**Required Prerequisite(s):** Multimedia Communication

**Recommended Prerequisite(s):** None

**Course Material(s):**

- The Associated Press Stylebook, ©2015 (Supplemental)
- Digital Media Program via SNO (Supplemental)
- Checkology [https://get.checkology.org](https://get.checkology.org) (Supplemental)
- Tribune News Service [http://www.mctcampus.com](http://www.mctcampus.com) (Supplemental)
- National News Service [https://www.washingtonpost.com](https://www.washingtonpost.com) (Supplemental)
- Adobe Creative Suite (Supplemental)
- DVDs: *Shattered Glass, Spotlight, Born into Brothels, The Bang Bang Club, All the President’s Men, Spider-Man*
- Access to Podcasts, Streaming Service and Broadcast, and Professional Networks of local media professionals (Supplemental)
- Class set of print publication (newspapers/magazines) (Supplemental)
- Handheld recording devices (Supplemental)
- Reporters’ notebooks (Supplemental)

**Standards**

CTE Anchor Standards, Arts, Media, and Entertainment – Design, Visual and Media Arts Pathway Standards and California Arts Standards for Media Arts (VAPA Standards)
## Unit Description

In this unit, students will study the history of journalism, including famous figures, significant historical events, and the development of journalism both in the United States and abroad through a focus on research and application of knowledge, with a focus on leadership in a professional journalism setting (editor-in-chief, photography editor, publisher, etc.). Students will study media around the world (including free press and censorship) and will support their beginning journalism peers in exploring how media law has been established (via the First Amendment, case law, and California Ed Code), modeling the application of media law to current events. Students will also engage in an extended research study of a famous figurehead in a leadership position within the field, which will culminate in a presentation of knowledge.

## Unit Outline

### Standards

**Common Core State Standards English Language Arts & Literacy:**

- **Speaking and Listening Standard:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)

- **Speaking and Listening Standard:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10, CCSS.ELA-LITERACY.SL.11-12.1)

**Arts, Media, and Entertainment - Knowledge and Performance**

**Anchor Standards:**

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.

### Learning Objectives

The students will...

- recognize significant events in the history of American journalism
- explain the history and impact of specific court cases, First Amendment rights, and California Ed Code 48907 in providing press protections.
- analyze media (free press and censorship) around the world today.
- research and report on famous figureheads who shaped the history of American media.

### Essential Questions

1. What does it mean to have our speech protected by the First Amendment?
2. How have individual journalists influenced the profession?

### Sample Performance Tasks/Assessments

- **Understanding the First Amendment:** Students will research the three landmark Supreme Court cases dealing with students’ First Amendment rights (Tinker v. Des Moines, Bethel v. Fraser, Hazelwood v. Kuhlmeier). Advanced students will be designated as leaders within the groups, and in charge of delegating, advising and coaching the beginning students. They will provide editing, feedback, and support as the students draft a visual presentation (poster, PowerPoint or Web site) which explains the cases and how they have impacted First Amendment rights for students, which will then be shared with the class.
• 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
• 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
• 7.1 Recognize how financial management impacts the economy, workforce, and community.
• 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
• 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
• 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
• 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

AME Design, Visual, and Media Arts Pathway Standards:
• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
• A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
• A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
• A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
• A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
• A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
• A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

• Famous Journalists: Students will research and explain the contributions of one or more journalists, photographers and others who affected the history of the American media, specifically selecting a journalist that is in a leadership position at a news agency (for example, a notable editor-in-chief, publisher, or photography editor). They will create a short video, podcast or website about their subject and share it with the class.
• News Literacy Analysis: Students will demonstrate their news literacy skills by engaging in a three-step analysis of news coverage of a current story of interest to them. They will respond to a series of analytical questions and then create a choice product to showcase their analysis to the class. Students will present their findings as a model in a small group context in order to prepare their groups for completing a similar assignment. Advanced students will support beginning students as they move through the process of completing their own news literacy assessments.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A2.9</td>
<td>Create a multimedia work of art that demonstrates knowledge of media and technology skills.</td>
</tr>
<tr>
<td>A3.1</td>
<td>Identify and describe the role and influence of new technologies on contemporary arts industry.</td>
</tr>
<tr>
<td>A3.2</td>
<td>Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.</td>
</tr>
<tr>
<td>A3.3</td>
<td>Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.</td>
</tr>
<tr>
<td>A3.4</td>
<td>Identify art in international industry and discuss ways in which the work reflects cultural perspective.</td>
</tr>
<tr>
<td>A3.5</td>
<td>Analyze similarities and differences of purpose in art created in culturally diverse industry applications.</td>
</tr>
<tr>
<td>A3.6</td>
<td>Investigate and discuss universal concepts expressed in visual media products from diverse cultures.</td>
</tr>
<tr>
<td>A5.1</td>
<td>Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.</td>
</tr>
<tr>
<td>A5.2</td>
<td>Explore the role of art and design across various industry sectors and content areas.</td>
</tr>
<tr>
<td>A7.1</td>
<td>Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</td>
</tr>
<tr>
<td>A8.3</td>
<td>Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).</td>
</tr>
<tr>
<td>A8.4</td>
<td>Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.</td>
</tr>
<tr>
<td>A8.5</td>
<td>Differentiate writing processes, formats, and conventions used for various media.</td>
</tr>
<tr>
<td>A8.6</td>
<td>Analyze and assess technical support options related to various media and design arts.</td>
</tr>
</tbody>
</table>
- **A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.**

**California Arts Standards for Media Arts:**

- **Acc.MA:Cr3 a.** Effectively implement production processes, artistically crafting and integrating content, technique and stylistic conventions in media arts productions, demonstrating understanding of associated aesthetic principles, such as consistency and juxtaposition.
- **Acc.MA:Pr5 a.** Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- **Acc.MA: Cn10 a.** Synthesize internal and external resources, such as cultural connections, introspection, independent research, and exemplary works, to enhance the creation of compelling media artworks.
- **Acc.MA: Cn10 b.** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas and personal influence.
- **Adv.MA: Cn10 a.** Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
- **Adv.MA: Cn10 b.** Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.
- **Acc. MA: Cn11 b.** Critically investigate and proactively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, digital identity, and artist/audience interactivity.
- **Adv.MA:Cn11 b.** Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.
In this unit, students will further develop news literacy including: communication theory, the news organization, the process of evaluating, interpreting, and analyzing news, and multimedia journalism. Students will present on various roles in the news organization (publishers, editors, reporters, etc.); define news values and articulate how to apply those news values to any given story; evaluate and analyze various news stories including: distinguishing fact from judgment, analyzing evidence and statistics, and demonstrating an understanding of fairness and objectivity; and apply organizational structure of a traditional news organization to the multimedia landscape. Students will utilize a wide range of multimedia sources to identify the differences and similarities between those sources and will apply their knowledge towards their analysis of news values and bias. Students will work with peers to analyze the changing newsroom and the roles of the student production team within it and will create a plan for supporting one another and reaching out for help during the scholastic news cycle.

<table>
<thead>
<tr>
<th>Common Core State Standards English Language Arts &amp; Literacy:</th>
<th>The students will...</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.11-12.6)</td>
<td>• define the components of the communication model and identify those components in any given message.</td>
<td>1. What characteristics make a news story “newsworthy?”</td>
</tr>
<tr>
<td>• Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7)</td>
<td>• explain various roles in the news organization (publishers, editors, reporters, etc.).</td>
<td>2. How are the different roles in a newsroom similar and different from each other?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</th>
<th>Sample Performance Tasks/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td><strong>Evaluating News Sources as a Vehicle for Learning to Write:</strong> Students develop and present slideshow presentations to their peers highlighting the various media types (print, online/digital, broadcast), including example stories from each of those avenues and the hallmark characteristics of those stories. Students select and analyze stories from each of those avenues,</td>
</tr>
<tr>
<td>• 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
</tr>
</tbody>
</table>
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

AME Design, Visual, and Media Arts Pathway Standards:
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
- A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
- A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.

evaluate the content being shared by news organizations, and compare/contrast outside media content with school publication content, while supporting beginning classmates in identifying and analyzing stories in each media type.

The Changing Newsroom: Students are introduced to the roles and responsibilities that exist within a news organization. They identify which roles currently exist, research individual roles and their responsibilities, and identify as a class how these roles correspond to the roles held by members of school publication class. Students will reflect on their own role as news consumers as well as leaders of a student publication team and make a plan for being available to/supporting colleagues in the scholastic news cycle.

News Values Scavenger Hunt: They will find six news stories from the local newspaper or download news stories from online news sources. They will analyze each article for news elements which are present, highlight the facts which relate to news elements in the story, and relate the content back to how news values determine the worthiness of a story. They will track the content of each of the stories they bring in on a chart, which will be collected at the end of the assignment.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A3.2</td>
<td>Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.</td>
</tr>
<tr>
<td>A3.3</td>
<td>Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.</td>
</tr>
<tr>
<td>A3.4</td>
<td>Identify art in international industry and discuss ways in which the work reflects cultural perspective.</td>
</tr>
<tr>
<td>A3.5</td>
<td>Analyze similarities and differences of purpose in art created in culturally diverse industry applications.</td>
</tr>
<tr>
<td>A3.6</td>
<td>Investigate and discuss universal concepts expressed in visual media products from diverse cultures.</td>
</tr>
<tr>
<td>A4.2</td>
<td>Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).</td>
</tr>
<tr>
<td>A4.5</td>
<td>Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.</td>
</tr>
<tr>
<td>A5.1</td>
<td>Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.</td>
</tr>
<tr>
<td>A5.2</td>
<td>Explore the role of art and design across various industry sectors and content areas.</td>
</tr>
<tr>
<td>A5.3</td>
<td>Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.</td>
</tr>
<tr>
<td>A5.4</td>
<td>Predict how changes in technology might change the role and function of the visual arts in the workplace.</td>
</tr>
<tr>
<td>A6.2</td>
<td>Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.</td>
</tr>
<tr>
<td>A8.2</td>
<td>Use technology to create a variety of audio, visual, written, and electronic products and presentations.</td>
</tr>
<tr>
<td>A8.3</td>
<td>Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).</td>
</tr>
<tr>
<td>A8.5</td>
<td>Differentiate writing processes, formats, and conventions used for various media.</td>
</tr>
</tbody>
</table>
**California Arts Standards for Media Arts:**

- **Acc. MA: Re7 a.** Analyze and explain the qualities of and relationships between the components, form and content, aesthetics, intentions, and contexts of a variety of media artworks.
- **Acc. MA: Re7 b.** Analyze and explain how diverse media artworks manage audience experience and create intention and persuasion through multimodal perception.
- **Prof. MA: Re8** Analyze and explain how diverse media artworks manage audience experience and create intention and persuasion through multimodal perception.
- **Acc. MA: Cn10 b.** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas and personal influence.
- **Acc. MA: Cn11. a.** Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
- **Acc. MA: Cn11 b.** Critically investigate and proactively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, digital identity, and artist/audience interactivity.
## Unit 3: Ethics

### Unit Description
In this unit, advanced students will engage in further exploration into the principles of journalistic ethics (including accuracy, reputation, do no harm, conflict of interest, etc.) and evaluate various scenarios and dilemmas for their relationship to ethics (including libel, slander, and controversy). They will support beginning peers in generating a policy guide and also in auditing the publication’s diversity. Students will perform in the roles of players in ethics scenarios, lead a historical study of ethical scenarios, and discuss the choices made by journalists and other media members involved and their ramifications. Students will introduce and support a conversation surrounding the utility of outside sources, such as the Student Press Law Center and the Journalism Education Association.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. How do potential conflicts of interest affect a journalist’s ability to report the news? 2. How does a journalist identify potential conflicts of interest?</td>
</tr>
<tr>
<td><strong>Writing Standard:</strong> 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7)</td>
<td>• define and explain the basic principles of journalistic ethics (including accuracy, reputation, do no harm, conflict of interest, etc.). • evaluate various scenarios for their relationship to ethics. • articulate recommended courses of practice for ethical reporting. • apply best course of practice to their own news stories. • understand resources available to them as student journalists (SPJ, SPLC, etc.) and how to access those sources as needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening Standard:</strong> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. (CCSS.ELA-LITERACY.SL.11-12.1.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5.1 Identify and ask significant questions that clarify various points of view to solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 8.1 Access, analyze, and implement quality assurance standards of practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments

- **Conflicts of Interest:** Students engage in further exploration into the idea of conflicts of interest. They select a news story and identify all possible conflicts of interests that might be affiliated with that story. They then identify specific potential sources that they might be able to successfully use to support the story. Students work with beginning peers to delve further into potential conflicts of interest by asking leading questions surrounding the areas of topic. Students additionally engage in self-reflection about their own current priorities, belief structures, and organizational affiliations in order to be cognizant of what topics it might be prudent for them to avoid.

- **Production of Policies Guide:** Students will present current policies, guidelines, and procedures and facilitate and provide feedback for a process in which the publication team: a) edits/generates a policy guide for the current year, and b)
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

*AME Design, Visual, and Media Arts Pathway Standards:*

- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
- A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

SPLC Panic Button Test: Students will review a number of scenarios that involve censorship and ethical challenges. They will then determine which situations would require a call to the SPLC help line and which others would be a staff-based decision.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**

- Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
- Acc.MA:Re9 Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
- Adv. MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
- Adv. MA:Cn11 b. Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.
In this unit, students will expand their understanding of the principles of visual/fine art and photojournalism and various advanced techniques of composition. They will use their camera equipment and related accessories and products to capture photographs in accordance with those principles. Advanced students will apply the distinguishing characteristics between various types of visual storytelling (narrative, portraiture, macro, still life, reflective, stop action etc.) to the student news publication and will work to support training for beginning journalism students in how to best create content for those different types. Students will oversee the camera handling of staff materials as well as the development of resources for the print and digital media categories (headshots, press passes, etc.). Students will apply their knowledge of infographics to support their peers in communicating information effectively, while using appropriate typography, color theory, and citation and will practice optimizing visual content for publication in different platforms and refining images using post-processing in professional image editing software.

### Unit Outline

#### Standards

**Common Core State Standards English Language Arts & Literacy:**
- Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ([CCSS.ELA-LITERACY.L.11-12.6](https://www.corestandards.org/education-upper-grades/english-language-arts/literacy-language/11-12))

**Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:**
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 10.0 Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

#### Learning Objectives

The students will...
- understand the equipment (including basic functions of parts of a camera) and programs needed to engage in photojournalism.
- define and apply techniques of composition (including depth of field, rule of thirds, balance, etc.).
- distinguish between various types of visual storytelling (narrative, portraiture, macro, still life, reflective, stop action etc.).
- process and organize images for publication in different platforms.
- understand the purpose, elements, types, and principles of infographics.
- develop infographics that communicate information effectively using appropriate typography, color theory, and citation.

#### Essential Questions

1. How do the images paired with news stories influence the context of the information?
2. What is the impact of a story told with words versus a story told with pictures?
• 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
• 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
• 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
• 10.4 Collaborate with industry experts for specific technical knowledge and skills.

**AME Design, Visual, and Media Arts Pathway Standards:**

- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
- A2.4 Use visual metaphors in creating an artistic product.
- A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
- A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Sample Performance Tasks/Assessments

- **Headshot Development:** Students work with their beginning journalism colleagues on identifying the hallmarks of a quality feature subject image and correlating these principles to what should be included for a professional headshot. Students will oversee a team of beginning students in capturing headshots for a digital news site and anywhere that a headshot photo is needed and advise them on how to improve the quality overall of those shots.

- **Infographic Creation:** Students will shoot individual items to be used in a storytelling infographic for publication. They will identify, obtain and shoot items based on a data set in order to visually share information, rather than narratively. They will utilize lighting tools, such as off camera flash, soft boxes, backdrops, etc. They will process and/or manipulate their images as necessary for use in their graphics in Photoshop, InDesign or Illustrator.

- **Photo Essay:** Create a photo essay which tells a story through a sequence of images. These photos should follow the Life Magazine guidelines for a complete photo essay which uses a variety of distances, angles and focal lengths to shoot photos while documenting an event or a story. The photo essay must include at least 10 photos, fully edited. Students will present contemporary print resources to groups of beginning students, supporting them in identifying photo essay components. Students will analyze the body of work and a specific individual image created by a historical and/or contemporary photojournalist of their choosing including Margaret Bourke-White, Alfred Eisenstaedt, W. Eugene Smith, Gordon Parks, Lynsey Addario, Carol Guzy, or Pete Souza before beginning their personal projects.
• A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
• A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
• A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
• A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
• A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
• A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

California Arts Standards for Media Arts:
• Adv.MA:Cr2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas,
prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

- **Acc.MA:Cr3 a.** Effectively implement production processes, artistically crafting and integrating content, technique and stylistic conventions in media arts productions, demonstrating understanding of associated aesthetic principles, such as consistency and juxtaposition.

- **Acc.MA:Cr3 b.** Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, audiences and contexts.

- **Acc.MA:Pr4** Integrate various arts, media arts forms, and academic content into unified media arts productions, such as transmedia productions, that retain thematic integrity and stylistic consistency.

- **Adv.MA:Pr4** Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.

- **Adv. MA:Pr5 a.** Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

- **Adv. MA:Pr5 b.** Fluently employ creativity and innovation in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

- **Acc.MA:Pr6** Design the effective presentation and promotion of media artworks for a variety of formats and contexts, such as local exhibits, mass markets and virtual channels.

- **Acc.MA:Re9** Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

- **Adv.MA:Re9** Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

- **Acc.MA:Cn10 a.** Synthesize internal and external resources, such as cultural connections, introspection, independent research, and exemplary works, to enhance the creation of compelling media artworks.

- **Acc.MA:Cn10 b.** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.
## Unit Description

In this unit, students will work with their writing team to apply the writing process to the publication’s elements of the course. This will include a review of what the writing process looks like for a journalist, a review of the principles of news writing, instruction on how to gather news and write it for a news article, modeling of the interview process, and engagement in the copyediting process to prepare the students’ writing for publication. Advanced students will oversee the beat system, coaching beginning students in the process of cataloguing significant events on campus and will support students in identifying sources as well as interview questions. Students will lead a discussion aimed towards evaluating/modifying school editorial policy, identifying situations where standing policies will be crucial. Advanced students will review beginning student work and practice editing and revising for logic, ordering, clarity, content, length, balance, support and AP style.

## Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. What is the “newsroom microsystem” and why is it important to understand?</td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. (CCSS.ELA-LITERACY.SL.11-12.1.D)</td>
<td>• understand newspaper policies and evaluate/modify school editorial policy.</td>
<td>2. Why are interviews a foundational part of news reporting?</td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B)</td>
<td>• understand various writing styles and their components.</td>
<td></td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td>• write an effective news lead.</td>
<td></td>
</tr>
<tr>
<td>• 8.1 Access, analyze, and implement quality assurance standards of practice.</td>
<td>• utilize the inverted pyramid to successfully order the content of a news story.</td>
<td></td>
</tr>
<tr>
<td>• 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.</td>
<td>• understand the research and interview process.</td>
<td></td>
</tr>
<tr>
<td>• 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.</td>
<td>• apply the interview process to independently complete interviews to support a news story.</td>
<td></td>
</tr>
<tr>
<td>• 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</td>
<td>• organize content into an effective news story utilizing the LHTQ format.</td>
<td></td>
</tr>
<tr>
<td>• 8.5 Analyze organizational culture and practices within the workplace environment.</td>
<td>• edit and revise for logic, ordering, clarity, content, length, balance, support, and AP style.</td>
<td></td>
</tr>
<tr>
<td>• 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace. 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

**AME Design, Visual, and Media Arts Pathway Standards:**

- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A6.1 Evaluate the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.
- A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**

- Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
- Adv.MA:Cr3 a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.
- Adv.MA:Cr3 b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
- Adv.MA:Re8 Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- Adv. MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
- Adv. MA:Cn11 b. Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.
<table>
<thead>
<tr>
<th>Sample Performance Tasks/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Weekly Beat Sheet Management:</strong> Students will be assigned to and will manage a set of beats for the beginning journalism class, supporting their peers in completing Beat Sheets that document the research, interviews and writing they have completed over the course of the week. Advanced students will coach beginning students to ensure that all Beat Sheets catalogue all significant events taking place on campus in order to allow for timely news coverage.</td>
</tr>
<tr>
<td>• <strong>Interview Modeling:</strong> Student leaders work with their beginning journalism colleagues to identify potential sources for their current stories, supporting them in constructing a defense of why those sources would be most effective for interviews and assisting as their peers brainstorm a variety of open-ended questions (including follow-up questions) to ask those sources. Advanced students model fishbowl interviews and press conferences for peers and lead conversations surrounding how they sought further clarification and information as well as what potential takeaways could be from those interviews (notes on quotes, facts, and details from the source). Students review protocol for verification of sources.</td>
</tr>
<tr>
<td>• <strong>Group News Supervision and Editing:</strong> Students lead a group as they work collaboratively to brainstorm and write a news story about one topic. Students engage in the editing process with the collectively developed article from start to finish which includes headline, lead, photos, captions, and excerpt.</td>
</tr>
</tbody>
</table>
**Unit 6: Design and Layout**

**Unit Description**

In this unit, advanced students will direct an analysis of the front page of a professional publication, guiding the conversation as their peers identify key terms (headline, flag, deck, etc.) and components of the page design. Through research and practice, students will expand their knowledge of the principles of news design and layout for print, web, magazine, and social media content, and then will apply this knowledge toward designing work for the student publications. Advanced students will utilize Adobe Creative Suite with an emphasis in Photoshop and InDesign by engaging in digital manipulation and image modifications within Photoshop to prepare visual elements for publication and will collaborate with beginning students in practicing new techniques. Students may pursue a certification program (or additional certification) in Photoshop, InDesign, or a related program. Students will work collaboratively to identify strengths and weaknesses of a variety of platforms and will assist writers in learning how to adjust content accordingly.

**Unit Outline**

<table>
<thead>
<tr>
<th>Common Core State Standards English Language Arts &amp; Literacy:</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Standard:</strong> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CSS.ELA-LITERACY.L.11-12.6)</td>
<td>The students will...</td>
<td>1. How does gaining certifications help a student in the workplace?</td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td>2. How can messages be conveyed through the use of infographics?</td>
</tr>
<tr>
<td>2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td>• identify the components of each platform of communication (newspaper, magazine, web, social media).</td>
<td></td>
</tr>
<tr>
<td>2.2 Identify barriers to accurate and appropriate communication.</td>
<td>• understand the basic functions of Adobe Photoshop.</td>
<td></td>
</tr>
<tr>
<td>2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td>• apply principles of design in order to execute image modifications within Photoshop.</td>
<td></td>
</tr>
<tr>
<td>2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</td>
<td>• pass the Adobe Photoshop certification exam (optional, by election).</td>
<td></td>
</tr>
<tr>
<td>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.0 Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Tasks/Assessments**

- **Adobe Certification:** Students will identify an Adobe platform (InDesign or Photoshop) that they want to receive certification in. They will complete the exam to gain their certification. They will receive support through Adobe’s certification prep materials and direct teacher instruction and application. Students also have the option to complete an additional certification, if previously certified for another platform. Certification is highly recommended for students.

- **Infographic Application:** Students gather a bank of infographics via current media sources and generate a presentation resource that will introduce the concept of infographics to the beginning journalism students. They guide peers through evaluating the components that are included in each and lead a lesson to establish a list of which
• 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
• 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
• 10.4 Collaborate with industry experts for specific technical knowledge and skills

AME Design, Visual, and Media Arts Pathway Standards:
• A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
• A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
• A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
• A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
• A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
• A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
• A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
• A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
• A2.4 Use visual metaphors in creating an artistic product.
• A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
• A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

elements effectively capture and keep attention while supporting the content of the story. Advanced students conference with the beginning students on infographic plans for past stories and provide support on how to improve them. Students create their own unique infographic as an advanced model to correlate with an upcoming or past story for digital or print media.

• News Magazine Page Layout and Editing: Students utilize Adobe inDesign and Adobe Photoshop to develop a spread which will appear in an upcoming issue of the news magazine utilizing their groups’ content. This spread includes article, headline, byline, photographic images and/or, infographic visuals, captions, and any additional supplemental sources and meets established criteria for layout (bleeds, any design restrictions, etc.). Students will additionally provide final edits for both the print and visual contents of their groups’ pages.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

California Arts Standards for Media Arts:
• Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
• Adv.MA:Cr2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.
• Adv.MA:Cr3 a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.
• Adv.MA:Cr3 b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
• Acc.MA:Pr5 a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
• Acc.MA:Pr5 b. Demonstrate creative and innovative abilities, such as resisting closure and responsive use of failure, to effectively address sophisticated challenges within and through media arts productions.
- Adv.MA:Re9 Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.
- Adv. MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
- Adv. MA:Cn11 b. Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.
Unit 7: Production and Publication

Unit Description

In this unit, advanced students will engage in tasks oriented at identifying and developing effective leadership skills and will manage the design and implementation of the publication deadline cycle. Advanced students will model broadcasting, podcasting/streaming, and multimedia reporting via social media and support the creation process through these platforms for beginning students. Advanced students will also generate, edit, and publish content for a variety of news platforms for publication via the school media, specifically overseeing the peer editing process, working with teams of staff writers (and editors, where applicable) to provide constructive written feedback and to remediate content, and generating effective content to be published to the scholastic journalism platforms.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. In what ways do the members of a newsroom function as a team? As individuals? What are the benefits and drawbacks of each? 2. How does the feedback of others improve news reporting?</td>
</tr>
<tr>
<td>• Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (CCSS.ELA-LITERACY.W.11-12.6)</td>
<td>• explain the organization of a newspaper organization. • distinguish hard and soft skills that would be effective in a journalism career. • develop goals surrounding developing both hard and soft skills to be an effective leader. • apply the news development process to other media: broadcasting, podcasting, and multimedia reporting via social media. • generate, edit, and publish content for a variety of news platforms.</td>
<td></td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10, CCSS.ELA-LITERACY.SL.11-12.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4.1 Use electronic reference materials to gather information and produce products and services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4.5 Research past, present, and projected technological advances as they impact a particular pathway.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

• **Leadership of Peer Editing:** Students lead the peer editing process, working with teams of staff writers to model how to evaluate the content and structure (headline, byline, lede, 5Ws/H, tone, image, caption, AP style) of peers’ articles. Students will guide their peers in giving one another constructive written feedback and elaborate on any questions via verbal feedback. Advanced students will support the writers in implementing peer editor feedback to remediate their own articles.

• **Deadline Cycle:** Students will effectively manage the design, implementation and completion of a print or web-based deadline cycle. Students will determine deadlines, select stories, curate content and
• 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

• 7.1 Recognize how financial management impacts the economy, workforce, and community.

• 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

• 7.3 Understand the need to adapt to changing and varied roles and responsibilities.

• 7.4 Practice time management and efficiency to fulfill responsibilities.

• 7.5 Apply high-quality techniques to product or presentation design and development.

**AME Design, Visual, and Media Arts Pathway Standards:**

• A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

• A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

• A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

• A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

• A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

• A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

• A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.

• A5.2 Explore the role of art and design across various industry sectors and content areas.

publish materials within the timeframe allotted. Following publication, the class will critique the published work in a gallery walk and discussion. Students will compose a reflective piece about their success or struggles as an editor in the deadline cycle process and how they plan to continue or overcome them for the next deadline cycle.

• **Broadcast Segment:** Advanced students model an initial article as a demonstration of the process for students and then support their groups as beginning journalists brainstorm, plan, film, edit, and publish a video production segment which includes reporter screen time, the integration of Broll with voiceover, interview elements, and design placards and/or overlays. Advanced students support beginning peers in working through the peer editing process for a broadcast article before conferencing with students on the final revisions.
• A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
• A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
• A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
• A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
• A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

California Arts Standards for Media Arts:
• Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
• Adv.MA:Cr3 a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex
media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.

- Adv.MA:Cr3 b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
- Adv.MA:Pr4 Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.
- Adv. MA:Pr5 a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- Adv. MA:Pr5 b. Fluently employ creativity and innovation in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
- Adv.MA:Pr6 Curate, design, and promote the presentation of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.
- Adv.MA:Re7 a. Analyze and synthesize the qualities and relationships of the components and the audience impact in a variety of media artworks.
- Adv.MA:Re7 b. Examine diverse media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.
# Unit 8: Industry Careers

## Unit Description

In this student, students will lead a collaborative survey of journalism-related careers by category within the industry and facilitate the research and evaluation of various careers, educational pathways in journalism, and notable personalities. Students will have the opportunity to pursue professional interests and immerse themselves in a study of a specific field they find interesting while supporting beginning journalism peers in their exploration of various careers via a rotation process involving guest speakers. Students will additionally expand their comprehensive portfolios which include both written and visual components, reflecting on the content included and how their content might support future career goals. As a culminating project, students will compile digital portfolios highlighting finished writing.

## Unit Outline

### Standards

#### Common Core State Standards English Language Arts & Literacy:
- **Speaking and Listening Standard**: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)

#### Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

### Learning Objectives

The students will...
- identify a variety of careers in journalism and the media industry.
- engage in research surrounding those careers (including education needed, skill sets required, daily work flow, etc.).
- analyze the various educational pathways in journalism and come to a consensus on which ones best fit their needs and skill sets.
- compile digital portfolios highlighting finished writing and visual pieces.
- articulate how the integrated tasks in the portfolio support their future career goals.

### Essential Questions

1. How would journalistic skills support success in careers outside of journalism?
2. How can journalistic skills benefit a person in any career?

### Sample Performance Tasks/Assessments

- **Journalism Career Research Report**: Students conduct an advanced research project in which they interview three people who serve in various leadership roles at a media agency (or several agencies) and develop a slide presentation to share with the class about that career. Advanced students facilitate the presentation process and...
11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

AME Design, Visual, and Media Arts Pathway Standards:

- **A1.4** Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- **A1.5** Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
- **A1.6** Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- **A1.7** Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- **A1.8** Compare how distortion is used in a variety of media to modify the message being communicated.
- **A1.9** Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- **A2.5** Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
- **A5.1** Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- **A5.2** Explore the role of art and design across various industry sectors and content areas.
- **A5.3** Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
- **A5.4** Predict how changes in technology might change the role and function of the visual arts in the workplace.
- **A5.5** Create a commercial artistic product that communicates a cross-cultural or universal theme.

**Careers in Media:** Advanced students will support beginning students as they survey a variety of additional non-journalism careers in the media industry by evaluating job listings. Students will either: a) identify a new field that most interests them and establish a variety of potential career pathways that they could take in order to be able to do that job, or b) expand on an existing field that interests them by adding in interviews with individuals currently working in those fields. Students will design an infographic presenting their pathway/career/individual’s feedback.

**Publication Portfolio:** Students add to their digital portfolio by collecting and reflecting on the pieces that they have completed over the course of the school year, including all writing styles as well as all types of visual aids. Students will develop a professional resume and cover letter and begin researching potential career opportunities and/or next steps in terms of scholastic opportunities for them for the coming year.
- A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
- A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**

- **Adv. MA:Pr4** Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.
- **Adv.MA:Re9** Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.
- **Adv.MA: Cn10 a.** Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
- **Adv.MA: Cn10 b.** Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.