

Introduction to Media	Course Code 270608				
Course Description					
<p><i>Students enrolled in this course will explore media skills for a variety of purposes (e.g., print, broadcast, video, audio, Internet, mobile). Students will learn about the power of the media and its historical development, current trends, and future innovations. Legal and ethical standards will be introduced as students begin the writing and editing process through hands-on opportunities with equipment and software.</i></p>					
Program of Study to which the course applies					
<i>Arts, A/V Technology, and Communications Cluster</i>					
<i>Media Pathway</i>					
	Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	Students will show an understanding of the history, role, and effect of media.				
Benchmark 1.1	Explain the role and function of the independent media in a free society.	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12.2.1.b LA.12.3.1.a SS.12.1.2.e	CR.2.B.1 CR.2.C.1	When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
Sample Performance Indicator 1.1.1	Compare and contrast countries with free press laws to those without free press laws.				
Sample Performance Indicator 1.1.2	Discuss the meaning and importance of a free and responsible media.				
Benchmark 1.2	Explore the power of the media and how it has impacted society.	N/A	LA.12.4.1.e SS.12.1.2.e	CR.8.C.2	
Sample Performance Indicator 1.2.1	Identify examples of media influence and bias.				
Sample Performance Indicator 1.2.2	Compare and contrast how different types of media inform, persuade, entertain, and transmit.				
Sample Performance Indicator 1.2.3	Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes).				

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Benchmark 1.3	Identify the historical development of mass media, including the role that various inventions have played in advancing human communication throughout time.	ELA.WHST.11-12.7-9	LA.12.4.1.a-c LA.12.1.6.j SC.12.1.2.b SS.12.4.1.c	CR.5.A.4 CR.5.B.1 CR.9.A.2-3	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 1.3.1	Create a timeline of important inventions.				
Sample Performance Indicator 1.3.2	Research an invention and analyze the role it played in the development of mass media.				
Sample Performance Indicator 1.3.3	Explain how new technologies are affecting current events or dissemination of information.				
Sample Performance Indicator 1.3.4	Describe the role of broadcast, print, and electronic media as a means of communication in American society.				
Standard 2	Students will demonstrate knowledge of fundamentals and philosophies of legal and ethical standards related to student-produced media (e.g., print, broadcast, video, audio, Internet, mobile).				
Benchmark 2.1	Explain the role of the media and the impact of the First Amendment.	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12 2.1.b LA.12.3.1.a SS.12.1.2.e	CR.5.A.4	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 2.1.1	Identify the freedoms listed in the First Amendment.				
Sample Performance Indicator 2.1.2	Understand the application of the First Amendment to student media.				
Benchmark 2.2	Describe the impact of key Supreme Court decisions affecting student expression and the student media.	.WHST.11-12.2.b ELA.SL.11-12.4	LA.12 2.1.b LA.12.3.1.a SS.12.4.4.c	CR.2.B.1 CR.2.C.1 CR.5.A.4	When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).

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Sample Performance Indicator 2.2.1	Explore the consequences of widespread distribution of media.				
Sample Performance Indicator 2.2.2	Discuss the consequences of social media.				
Sample Performance Indicator 2.2.3	Examine various consequences for violating legal and ethical standards in media.				
Benchmark 2.3	Explore ethical conduct in writing, editing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the media industry.		LA.12.4.1.e	CR.9.C.1-3	
Sample Performance Indicator 2.3.1	Identify the journalistic code of ethics.				
Sample Performance Indicator 2.3.2	Define ethical terms (e.g., copyright, fair use, obscenity, libel, slander).				
Sample Performance Indicator 2.3.3	Practice critical-thinking skills pertaining to the coverage of controversial issues in the community.				
Standard 3	Students will research, synthesize, and communicate information in a variety of media and formats (e.g., textual, visual, digital).				
Benchmark 3.1	Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription, databases, web resources).	ELA.WHST.11-12.7-9	LA.12.4.1.a-c LA.12.1.6.j SS.12.1.2.f	CR.5.A.3 CR.5.B.2 CR.9.A.1-2	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11-12.7-9; NE: LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 3.1.1	Define media terms used in information gathering (e.g., primary source, secondary source, off record, follow-up questions).				
Sample Performance Indicator 3.1.2	Validate credibility of sources (e.g., web, documents, interviews).				
Benchmark 3.2	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines).	ELA.WHST.11-12.8	LA.12.4.1.b	CR.1.A.4 CR.3.B.2 CR.9.C.1-3	
Sample Performance Indicator 3.2.1	Compare and contrast citation formats (e.g., MLA, APA, Associated Press).				
Sample Performance Indicator 3.2.2	Identify and practice how to use information gathered from sources (e.g., direct quotes, paraphrasing, names, titles).				

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Benchmark 3.3	Develop and apply speaking skills to communicate key ideas in a variety of situations.	ELA.SL.11–12.4 ELA.SL.11–12.6	LA.12.3.1.a-b	CR.1.A.4	
Sample Performance Indicator 3.3.1	Practice script delivery skills, including an emphasis on professional language, clarity, intonation, enunciation, poise, eye contact, projection, inflection, and extemporaneous speaking skills.				
Sample Performance Indicator 3.3.2	Communicate ideas and information in a manner appropriate for the purpose and setting.				
Sample Performance Indicator 3.3.3	Demonstrate and adjust speaking techniques for a variety of purposes and situations.				
Sample Performance Indicator 3.3.4	Analyze examples of effective and ineffective communication in the media.				
Standard 4	Students will explore the writing processes used for various media to build a base of skills for a media career (e.g., plan, draft, revise, edit, distribute).				
Benchmark 4.1	Identify appropriate pre-writing tools to generate and organize information.	ELA.WHST.11-12.5	LA.12.2.1.a	CR.9.B.1-3	
Sample Performance Indicator 4.1.1	Define and identify the news elements.				
Sample Performance Indicator 4.1.2	Discuss ideas for topics with classmates, teachers, other writers, and/or community members.				
Sample Performance Indicator 4.1.3	Identify relevant issues and events of interest to the audience.				
Sample Performance Indicator 4.1.4	Use a graphic organizer to brainstorm and develop ideas for coverage.				
Benchmark 4.2	Identify a variety of text structures appropriate for production.	ELA.WHST.11-12.4	LA.12.2.2.b-c	CR.9.B.1	
Sample Performance Indicator 4.2.1	Analyze models and examples (own and others) of various genres in order to create a similar piece (e.g., news, feature, editorial, column, review).				
Sample Performance Indicator 4.2.2	Write in a variety of genres considering purpose, audience, medium, and available technology.				
Benchmark 4.3	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).	ELA.WHST.11-12.5	LA.12.2.1.c	CR.4.B.3	

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Sample Performance Indicator 4.3.1	Identify and use appropriate proofreading and editing symbols and terminology.				
Sample Performance Indicator 4.3.2	Use acceptable industry style rules (e.g., Associated Press, Six Traits).				
Sample Performance Indicator 4.3.3	Provide oral, written, and/or electronic feedback to other writers and utilize feedback to improve own writing.				
Standard 5	Students will understand technology resources, concepts, systems, and operations.				
Benchmark 5.1	Compare innovative technologies (e.g., Twitter, Facebook, blogging).	N/A	LA.12.4.1.g	CR.5.A.1	
Sample Performance Indicator 5.1.1	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language).				
Sample Performance Indicator 5.1.2	Gather and share information and opinions as a result of communication with others (e.g., video, audio, interview, podcast, media presentations).				
Benchmark 5.2	Gain hands-on experience with various equipment and/or software used in media.			CR.9.B.2-3 CR.10.D.2	
Sample Performance Indicator 5.2.1	Identify equipment and software used in print, broadcast, video, Internet, audio, and/or mobile production.				
Sample Performance Indicator 5.2.2	Demonstrate safe and responsible usage of media equipment and software.				
Standard 6	Students will examine and summarize careers to build an understanding of opportunities in the Media Pathway.				
Benchmark 6.1	Identify various job titles and descriptions available in all types of media.	ELA.RST.11-12.4	LA.12.1.5 SS.12.2.6.d	CR.1.B.1 CR.10.A.1	
Sample Performance Indicator 6.1.1	Explore entrepreneurial opportunities in the media.				
Sample Performance Indicator 6.1.2	Research local job opportunities in the media.				

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Benchmark 6.2	Research experts in the field of media.	ELA.WHST.11-12.7-9	LA.12.4.1.a-c LA.12.1.6.j	CR.5.B.1 CR.9.A.2	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 6.2.1	Attend field trips to local media outlets.				
Sample Performance Indicator 6.2.2	Develop questions for experts from the media field who are invited as guest speakers.				
Sample Performance Indicator 6.2.3	Attend national and local media-related workshops, conferences, and/or conventions.				

Reference Sheet

Key Code	Source
LA S	NE Language Arts Standards Indiana HS Journalism Standards National Career Cluster Knowledge and Skills Statements
KS	California State Standards

Additional Resources for Educators

Suggestions for innovative teaching and

learning strategies

Related Assessments

TAJE (<http://texasjteachers.com>)

<http://pblchecklist.4teachers.org/testing.php?idunique=3&max=6&checklist=14>

Fair Use Checklist (<http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>)

http://educate.intel.com/en/TechnologyLiteracy/Explain/ResearchWritePresent/MultimediaPresentation/Multimedia_Checklist.htm

Rubistar (<http://rubistar.4teachers.org/index.php>)

iRubric (rcampus.com)

Kathy Shrock (<http://www.schrockguide.net/assessment-and-rubrics.html>)

Copyright (<http://copyright.columbia.edu/copyright/fair-use/fair-use-checklist/>)

Copyright (<http://www.copyright.gov/title17/>)

Extended Learning Opportunities

University of Nebraska High School Media Conference and Competition

Nebraska Journalism Education Association Winter Contest

NSAA State Journalism Contest

NHSPA Critiques and Cornhusker competition

National Journalism Educational Association Conferences

Columbia Scholastic Press Association

National Scholastic Press Association

Nebraska Educational Technology Association

Professional Development Opportunities

Scholastic Broadcasting (<http://www.scholasticbroadcasting.com/>)

Community Links/Resources available

Radio Television Digital News Association (<http://www.rtnda.org/>)

Journalism Education Association (<http://www.jea.org>)

Nebraska High School Press Association (<http://www.nhsponline.org/wordpress>)

Student Press Law Center (<http://www.splc.org>)

Student Television Network (<http://www.studenttelevision.com>)

AP Stylebook (<http://www.apstylebook.com/>)

National Association of Broadcasters (<http://www.nab.org>)

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