

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADES 7 AND 8

**DIGITAL MEDIA STUDIES
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
March 21, 2016**

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

Digital Media Studies includes a study of communication, media propaganda, entertainment, and politics. Students will create articles in the following genres: news, editorials, sports, and learn additional techniques for informational writing and entertainment writing. Learners will read, discuss, and analyze world, national, state and local events, paying special attention to how the events have an effect on the “big picture.” Special attention will be given to analyzing the role of media in our daily lives. This course will create and contribute to the middle school news newspaper and/or website.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Overview of Course
 - Look at various mediums
 - Components of mediums
- News/ Current Events
 - Investigate examples of news/current events
 - Newsworthiness
 - Choosing topics
 - Presenting/writing news articles
 - choosing topic
 - essential elements
 - components of presentation/article
- Feature Articles
 - Investigate and analyze examples from multiple sources
 - Features versus news stories
 - Choosing topics
 - Presenting/writing feature articles
 - choosing topic
 - essential elements
 - structure of presentation/article
- Sports
 - Investigate and analyze examples from multiple sources
 - Newsworthiness
 - Choosing topics
 - Approaches to writing
 - Presenting/writing sports articles
 - choosing topic
 - essential elements

- Editorials
 - Investigate and analyze examples from multiple sources
 - Choosing topics
 - Approaches to writing
 - Presenting/writing editorials
 - choosing topic
 - topics with multiple positions
 - characteristics of opinion writing
 - criticize
 - persuade
 - praise
 - structure
 - introduction
 - explanation of issue
 - opposing viewpoint
 - alternative solutions
 - conclusion
- Entertainment/Comic
 - Investigate and analyze examples from multiple sources
 - Modeling examples
 - Presenting/writing entertainment articles/comics

METHODS OF ASSESSMENT

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Teacher critique
 - Peer critique
 - Self critique
 - Rubric-based discussion
 - Portfolios
 - Close-reading/Analysis of professional work
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state standards.

GROUPING

This class is heterogeneously grouped for 7th and 8th grade students.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This is a semester-long course.

RESOURCES

- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies/Materials
 - Creative writing students must have abundant access to the Internet, poetry, newspapers, magazines, and essays.
 - Text: *The Art of Argument* - ISBN: 978-1-60051-018-2

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.

- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

SUGGESTED ACTIVITIES

- Analyze and interpret different mediums/presentations of information (news/current events, features, sports, editorial, entertainment/comics)
- Analyze the role of media in modern society (i.e identifying newsworthiness of an item)
- Apply distinctive strategies for conveying each type of information
- Create each type of article
- Utilize workshop style critiques/conferencing to both revise and edit article/presentation
- Publishing a final draft
- Maintain a personal portfolio of work that may or may not be submitted to a middle school newspaper

INTERDISCIPLINARY CURRICULUM COORDINATION

Digital Media Studies has virtually unlimited possibilities for interdisciplinary connections by following the 24/7 news cycle of the American media.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

September/February	October/March	November/April	December/May	January/June
<p>Overview of Course *Looking at various mediums (online vs. “paper” newspapers & magazines, Internet news sites, etc.) *Overview of components of each medium - news/current events - feature articles - sports - editorials (“Art of Argument”) - entertainment and comics</p> <p>News/Current Events *Investigate and analyze various examples of news/current events from multiple sources (television, internet-based, paper-based) - newsworthiness - choosing topics</p>	<p>News/Current Events * Presenting/ Writing news articles -choosing topics *identifying world, national, state, local events - identify essential elements of a news event - structure of a news story - components of presentation/ article - essential facts - supporting details - revising - editing - publishing</p> <p>Feature Articles *Investigate and analyze examples of feature articles from multiple sources (television, internet-based, paper-based) -identify difference between features and news stories -choosing topics (identifying “people” oriented subjects)</p>	<p>Feature Articles * Presenting/ writing feature articles -choosing topics - identifying essential elements of a feature - structure of a feature presentation/ article - descriptive language - figurative language - point-of-view - revising - editing - publishing</p> <p>Sports *Investigate and analyze examples of sports articles from multiple sources (television, internet-based, paper-based) - newsworthiness -choosing topics - approaches to writing (explanatory, narrative, descriptive, reportorial)</p>	<p>Sports * Presenting/ writing sports articles - choosing topics - proximity vs. emotion/ determination - identifying essential elements of a sports article - lead - tone - statistics - background - length/pace - revising - editing - publishing</p> <p>Editorials *Investigate and analyze examples of editorials from multiple sources (television, internet-based, paper-based) -choosing topics - approaches to writing: personal opinion vs. analysis (interpretation of events using facts)</p>	<p>Editorials * Presenting/ writing editorials - choosing topics - topics with multiple positions - characteristics of opinion writing: - vocabulary - criticize vs. persuade vs. praise - structure of an editorial - introduction - objective explanation of issue - opposing viewpoint - opinion of writer - alternative solutions - solid and concise conclusion - revising - editing - publishing</p> <p>Entertainment/ Comics *Investigate and analyze examples of entertainment articles / comics from multiple sources (television, internet-based, paper-based) *Modeling examples from various mediums</p>

				* Presenting/ writing entertainment articles/comics
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