Writing Lab 2

Unit 1- Mass Media
September-October
Course Philosophy
Course Description

Creative writing is a multi-genre course that studies creative writing techniques, literary conventions and principles across multiple writing platforms. The course begins with a comprehensive look and analysis of today's mass media landscape, focusing in its purpose, forms and impact on society. Students understand and analyze media as both a social institution as well as a vehicle for mass communications in the function of informing, advocating and entertaining. Beyond will be introduced to a variety of 21st century writing applications beginning with short story fiction writing focusing on such genres as drama, suspense and science fiction. Students will learn a snapshot approach to story telling employing descriptive writing techniques, language conventions and style best practices to create engaging stories. Beyond the short story platform students will learn the principles of writing for a visual medium including graphic novels and screenwriting. Students will learn the fundamentals of screenwriting (and movie plot development) and draft a one act screenplay. In addition, students will learn the essentials of writing treatments to market their work to publications and literary agents as well as be familiar with industry writing trends and the publication business as a whole. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the Writing lab. Contributions to essay and writing contests, fairs, events, showcases and school publications are required. The Passaic County Film Festival also emanates from this class.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Mass Media</td>
<td>NJSLS: 9.1.4.E.1; 9.1.8.E.1 9.1.4.E.3</td>
<td>Unit 1- September-October</td>
</tr>
<tr>
<td>Methods of Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Individual and collaborative problem-solving &amp; decision-making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Individual instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Small group instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peer review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guest speakers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independent practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice in critical reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Making thinking visible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Critical analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Note-taking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establishing metacognitive reflection and articulation as a regular pattern in learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Technology Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
### Career Ready Practices

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12</td>
</tr>
</tbody>
</table>

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

➢ CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

➢ CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

➢ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
**Differentiated Instruction**

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Modified handouts with larger fonts, additional graphics</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Extra response time</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Have students verbalize steps</td>
<td>• Brief and concrete directions</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Repeat, clarify, or reword directions</td>
<td>• Provide immediate feedback</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Mini-breaks between tasks</td>
<td>• Small group instruction</td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Computer/whiteboard</td>
<td></td>
<td></td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td></td>
<td></td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td></td>
<td><strong>Behavior/Attention</strong></td>
<td>Color code materials</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td></td>
<td>• Consistent daily structured routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simple and clear classroom rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Frequent feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud
**Interdisciplinary Connections**

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

- **Visual Art:** Students will generate short stories, graphic novels in collaboration with the art students for the use of contests, exhibitions and shows.
- **School Environment:** Students will create monologues, scripts, plays and district short films that raise awareness against bullying.
- **Drama:** Students will create monologues and scripts to be used for plays, films, and contests.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
<th>• Open-ended activities and projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Form and build on learning communities</td>
</tr>
<tr>
<td>• Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
</tr>
<tr>
<td>• The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
</tr>
<tr>
<td>• Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
</tr>
<tr>
<td>• Produce products that express insight, creativity, and excellence.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
</tr>
<tr>
<td>• Possess exceptional leadership skills.</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
</tr>
<tr>
<td>• Evaluate vocabulary</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
</tr>
<tr>
<td>• Elevate Text Complexity</td>
<td></td>
</tr>
<tr>
<td>• Inquiry based assignments and projects</td>
<td></td>
</tr>
<tr>
<td>• Independent student options</td>
<td></td>
</tr>
<tr>
<td>• Tiered/Multi-level activities</td>
<td></td>
</tr>
<tr>
<td>• Purposeful Learning Center</td>
<td></td>
</tr>
</tbody>
</table>
### Methods of Assessment

**Suggested Formative/Summative Classroom Assessments**
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Presentations (incorporating Web 2.0 tools)
- Homework
- Student Conferencing
- Proper tool and material use, which includes rubrics

**Portfolio Assessment (included materials):**
- Short Stories
- Journals
- Articles
- Multiple Media Writing Application Assignments
- Scenes and Monologues
- Presentations on Media
- Completed departmental assignments
- Rubrics and student reflections
Essential Focus Questions

- What is Mass Media?
- What’s the purpose of Mass Media?
- How does the media impact society and individuals?
- What are the different types of media and media trends?
- What are the forms of media you are familiar with?
- What is media convergence?
- What are media writing platforms?

Outcomes

- Develop abilities to analyze and write about media trends.
- Know the different media forms and their writing applications
- Develop knowledge of writing for specific media platforms
- Recognize the purpose of media and its impact on society
- Learn the essential media terms
- Understand and apply the concept of media convergence
- Formulate different media writing strategies
- Draw from experiences to create a media timeline to show media habits.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **NJSLS: 9.1.4.E.1**        | - Students will learn and understand the function and types of media  
                              | - Students will identify different media purposes and form  
                              | - Students will determine the meaning of media terms and applications  
                              | - Students will understand and identify different media writing platforms  
                              | - Students will apply different strategies to comprehend media trends  
| Digital media are 21st-century tools used for local and global communication.  
                              | Explain how digital media are used in daily life for a variety of settings |
|                              |                                |
| **Student Learning Objectives** | **Skills, Strategies & Concepts** |
| **NJSLS: 9.1.8.E.1**        | - Students differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.  
                              | - Explain how technology has strengthened the role of digital media in the global society. |
| Digital media are 21st-century tools used for local and global communication.  
                              | Explain how technology has strengthened the role of digital media in the global society. |
### NJSL: 9.1.4.E.3

Digital media are 21st-century tools used for local and global communication.

Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.

- Students will identify modern day media trends and create and present a media timeline for group analysis.
- Students will analyze media advertising and identify positioning, brand identity messaging, and target audience to engage, move and drive audience to purchase.
RESOURCES FOR UNIT # 1

Below resources and text are used in listed order below.

Resources:
Videos—You Tube short “Look Up” (Available on YouTube) (Use with Convergence PowerPoint, #4)
Ads of the world: www.adsoftheworld.com (Website for students to search and review ads)

Texts/Presentations: (In order of the unit)
1. What is Mass Media PowerPoint/Brand Logo Presentation (11 pages)
2. Media Basics Hand-out (31 pages)
3. History of Mass Communication PowerPoint (31 pages)
4. Media Convergence PowerPoint (28 pages)
5. The Future of Media PowerPoint (115 pages)
6. Media Systems Handout
7. Notion of Media
8. History Magazine Assignment Handout
For the lesson, students need to identify their own media habits over a course of 24 hours and record and present their findings:

1. Record Time of media engagement
2. Record time of media
3. Record content
4. Create timeline to find media habits

**Create a Media Timeline**
*(Lesson is done midway through unit, after Media Convergence Presentation)*

**Materials Needed:** Media forms handouts and purposes, poster board, markers, crayons and rulers.

**Activity:**
This lesson demonstrates the role and impact media plays on individual lives and identifies individual media habits and trends across all media platforms.

Begin by reviewing multiple media forms with students as well as the concept of media convergence and hyper-connectivity. Students will log in their journal their media habits based on time, media form and content over a 24 hour period. Students will then create a graphic media timeline illustrating their frequency, type of media and type of content. Students will then present their data to the class and determine their media trends through class discussion and analysis.

After discussing students’ timelines and trends, students will write a detailed analysis gauging the overall class’s media habits, and draw comparisons with peers and society.

**Assessments:** Students will present their timelines that they have created.
For the lesson, students need to analyze media ads and identify positioning, brand identity, messaging and target audience.

1. Select Print Ad
2. Analyze Ad
3. Identify Positioning, Brand Identity, Messaging and Target Audience
4. Write a critical response outlining analysis and key points.

**Brand Messaging and Target Audience**
*(Lesson is done at the end of the unit)*

**Materials Needed:** Media Brand Identity Hand-outs, note-books, print ads

**Activity:**
This lesson allows students to identify the Media’s use of brand identity and marketing positioning to engage a target audience based on psychographics, demographics and behaviors.

Begin by reviewing marketing concepts of positioning and brand identity and how the concepts drive market messaging.

After discussing marketing messaging and target audience in the role of print advertising, students will walk around the classroom and select three print ads to review and analyze (over 15 different print ads will be posted on the walls of the classroom, so students will have to walk-around, analyze each one before selecting three). Students will analyze three engaging ads and write down the positioning, the brand identity, then in a response write their analysis on the ad’s messaging and who the ad is targeting (Target Audience).

**Assessments:** Students will present their analysis to the class and have a discussion.
Writing a 30 second Superbowl Commercial
(Lesson can be done at the discretion of the teacher)

Materials Needed: Media forms handouts and purposes, storyboard, markers, crayons and rulers

Activity: This lesson will help students to think and act like marketers and advertisers. They will also learn how to properly promote their products.

Begin by discussing the event. Who will be the target audience? What is the product that will be advertised? Does the audience and product match? Review the use of a storyboard frame. Students will then work in groups to start the storyboard process. After they complete their 30 second commercial, they can decide how they want to present it to the class. They can display their storyboards or even act out the commercial if they choose.

Assessments: Students will present their storyboards and commercials to the class.