

**Trinity Area School District
Template for Curriculum Mapping**

Course: Digital Media and Communication in the 21st Century Grade: 11-12	Overview of Course: <i>This is a one semester course to prepare students to communicate and present using the 21st century technologies. Students will develop creativity, innovation, communication, collaboration, problem solving and research skills. Digital citizenship and career exploration will emphasize ethics and responsibilities in research, social networking and all communication.</i>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
Connections	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.	Why is it important to connect what you have learned, both on your own and in school, to real-world issues? Why is it important to connect with the audience when making a presentation?
Cooperation	CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.	Learning to work with others develops not only the individual’s learning and collaboration processes, but also develops leadership skills for future employment.	What are advantages and disadvantages when you work with a partner or in a group?
Truth	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.8.10.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Organize information by classifying,	Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature. In order to have legitimate arguments for discussions and speech writing, the presenter must have researched the facts and the sources that formulate the presentation. Ethical speeches identify the facts, the sources, and presenter’s opinions/conclusions.	What are the best sources for preparing for a speech? Why must objective and subjective sources be documented and presented when making a presentation?

	categorizing, and sequencing. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.		
Written Expression	CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.	Writers use a variety of stylistic techniques to engage their readers.	In the world of communication, why is it important to know different writing styles?
Discussion Inference	<p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.C: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose,</p>	<p>Documentation of ideas and information to prove a point needs to be factual rather than emotional when preparing a presentation.</p> <p>A variety of sources and presentational methods can add clarity to a presentation.</p>	<p>Why is brainstorming an important tool in preparing for a project?</p> <p>What can you learn about others and yourself when you are in a discussion group?</p> <p>How can technology add to a speech presentation, discussion or debate?</p>

	audience, and task.		
Speaking and Listening	<p>CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information of opinions.</p> <p>CC. 1.6.11.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations</p>	<p>A vital part of understanding and discussion is listening and interacting to what is being presented.</p> <p>A speaker needs to be sure to make his/her presentation is heard so that there is a clear understanding of the message to the audience.</p>	<p>How does a speaker show preparation, respect and audience analysis when making a presentation?</p> <p>How do strong speaking and listening skills strengthen a multi-media or technological presentation?</p>
Technology Ethics	<p>CC1.9.11.A: Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.</p>	<p>In the 21st century, people need to learn to use technology responsibly and analyze the media's information for accuracy.</p>	<p>Why is much of the media often biased in its presentations?</p> <p>How do advertising dollars and corporate ownership possibly relate to media information?</p>
Communication	<p>CC.15.3.12.C: Create a research project based upon defined parameters. Reference English Language Arts CC.1.4.11-12.V</p> <p>CC.15.3.12.G: Employ appropriate presentation skills to lead discussions and team activities. Reference English Language Arts CC.1.5.11-12.A</p> <p>CC.15.3.12.H: Evaluate presentations for language, proper techniques and media choices. Reference English Language Arts CC.1.5.11-12.C,</p>	<p>Learning to follow directions is an important skill in school and in the workplace.</p> <p>Today's classroom and workplace want individuals to be able to seek, evaluate and synthesize information from multiple sources.</p> <p>In the global workplace, etiquette and professionalism are mandatory to successfully communicate with the different</p>	<p>Why is it important to carefully read and understand directions for a project?</p> <p>How can the use of media and technology add to a presentation?</p> <p>Why must today's professional be able to review and utilize multiple media</p>

<p>Creativity</p>	<p>CC.111-12.E</p> <p>CC.15.3.12.I: Synthesize information gathered from multiple sources (e.g., digital, print, face to face).</p> <p>CC.15.3.12.J: Apply strategies to overcome barriers to active listening.</p> <p>CC.15.3.12.M: Critique etiquette skills for building and maintaining a professional image.</p> <p>CC.15.3.12.P: Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.</p> <p>CC.1.4.11.A: Write poems, short stories, and plays.</p> <p>CC.1.4.11.B: Write complex informational pieces (e.g. research papers, literary analytical essays,</p>	<p>cultures of the 21st century workplace.</p> <p>Presenting original and published* poetry, prose and drama in a technological form enables you to develop creativity.</p> <p>*Note: when published works are legally used</p>	<p>sources?</p> <p>Why is the old adage “Manners are free” more important today than ever?</p> <p>–</p> <p>How can technology enhance the message of published* and original literature?</p> <p>*Note: when published works are legally used</p>
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evaluations)

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
Month #1-2	<p>Personal and Inter-personal skills</p> <p>Google Apps</p> <p>Basic Speech</p>	<p>Cooperation</p> <p>Discussion</p> <p>Speaking and Listening</p>	<p>CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level</p>	<p>Learning to work with and speak with others in a respectful manner is imperative in our global society.</p> <p>Being able to interact with others appropriately is both ethically and professionally responsible</p> <p>Listening carefully is as important as</p>	<p>Why do people need to be able to respectfully communicate in our society?</p> <p>What lesson is to be learned when so many people – including celebrities and politicians – respond to others in a negative way? What are the legal ramifications?</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources (most lesson plans have accompanying materials and evaluations to provide a foundation for the assignments).</p> <p>Peer and self critiques</p> <p>Teacher made</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources.</p> <p>Communication Matters</p> <p>Teacher handouts</p> <p>Resource sites on the PA Department of Education Website SAS website labeled as</p>

<p>Month #2</p>	<p>Techniques</p> <p>Powerpoint Presentation</p> <p>Digital and social etiquette</p> <p>Interviewing</p> <p>Online and Telephone Interviews</p> <p>Web Conferencing Unit (SKYPE and/other similar technology)</p> <p>Vocal</p>	<p>Inferencing</p> <p>Communication</p> <p>Speaking and Listening</p>	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information of opinions.</p> <p>CC. 1.6.11.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.15.3.12.M: Critique etiquette</p>	<p>speaking well.</p> <p>Speaking clearly enables the speaker to get his/her message across accurately.</p> <p>Presenting information in a clear, organized, appropriate, and documented manner to the audience gives credibility to the speaker and his/her message.</p> <p>Always be aware of good manners and etiquette, especially in our global society.</p> <p>Remember to evaluate yourself for proper etiquette, language, speaking skills and media choices.</p> <p>Your message cannot be understood if you cannot be heard clearly.</p>	<p>What can you learn by listening to what the others in the group are saying?</p> <p>Why is careful listening important especially in leadership roles?</p> <p>When you are an audience member, what kind of speaker holds your attention best?</p> <p>When listening to a presentation, how do you determine if the information and speaker are credible?</p> <p>In a society of people from around the world and who are made up of different ages and backgrounds, why is it vital that the speaker maintains a professional image?</p> <p>How many chances does one have to make a "first impression"?</p>	<p>evaluations and rubrics of the presentations, research, documentation , following directions, and speaking skills.</p>	<p>Materials & Resources.</p> <p>Communication Matters</p> <p>Library of Congress: Primary Sources</p> <p>Teacher handouts</p>
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	Development for Audio Recordings		<p>skills for building and maintaining a professional image</p> <p>CC.15.3.12.H: Evaluate presentations for language, proper techniques and media choices. Reference English Language Arts CC.1.5.11-12.C, CC.111-12.E</p> <p>CC. 1.6.11.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations</p>				
Month #3	<p>Audio project</p> <p>Video Basics</p> <p>Selling and Negotiation Skills</p>	<p>Technology</p> <p>Ethics</p> <p>Communication</p> <p>Cooperation</p>	<p>CC1.9.11.A: Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.</p> <p>CC.15.3.12.P: Demonstrate leadership communication skills through delegating, negotiating,</p>	<p>Understand how to use media and technological sources properly.</p> <p>When working with others, it is important to know how to use good communication skills to develop leadership.</p>	<p>Why is it important to practice with media and technology resources before you begin using them?</p> <p>Why is it important to have a checklist before you begin using a video camera?</p> <p>What characteristics does a good group leader have?</p> <p>When working in a</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources (most lesson plans have accompanying materials and evaluations to provide a foundation for the assignments).</p> <p>Peer and self critiques</p> <p>Teacher made evaluations and rubrics of the</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources.</p> <p>Communication Matters</p> <p>Library of Congress: Primary Sources</p> <p>Teacher handouts</p>

	<p>Digital Storytelling</p> <p>Script - writing and story - boarding for online Videos and Podcasts</p>	<p>Written Expression</p>	<p>goal setting, and generating ideas.</p> <p>CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.</p> <p>CC.1.4.11 – 12 E Write with an awareness of stylistic aspects of composition.</p>	<p>Know different writing styles so that you can adapt to the situation.</p>	<p>group, what is the best way for the group to be successful?</p> <p>How is script writing for online videos and podcasts different from other types of writing? How is it the same?</p>	<p>presentations, research, documentation , following directions, and speaking skill</p>	
Month #4	<p>Digital Presentation Tools and Projects</p> <p>Social networking</p> <p>Blogs</p> <p>Examples: - Animoto - Glogster - Prezi -Printing Press -Photovisi -Voicethread</p>	<p>Technology</p> <p>Ethics</p> <p>Truth</p> <p>Creativity</p>	<p>CC1.9.11.A: Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium</p> <p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p>Know a variety of media and technological resources so that you use what is best for your purpose and presentation.</p> <p>Understanding the content first is vital before a media presentation can be prepared or presented.</p> <p>Being able to express ideas in a variety of ways not only develops creativity</p>	<p>Why is it important to know a variety of media and technology sources?</p> <p>What is the easiest way to lose credibility when making a presentation?</p> <p>How would the presentation of content differ if placed in a poem or short</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources (most lesson plans have accompanying materials and evaluations to provide a foundation for the assignments).</p> <p>Peer and self critiques</p> <p>Teacher made evaluations and rubrics of the presentations, research, documentation ,</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources.</p> <p>Communication Matters</p> <p>Teacher handouts</p> <p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources.</p> <p>Communication Matters</p>

			<p>CC.1.4.11.A: Write poems, short stories, and plays.</p>	<p>but also enables the writer/presenter to be analyzing content in a variety of ways.</p>	<p>story or even a play?</p> <p>When would changing the presentation format be appropriate?</p>	<p>following directions, and speaking skill</p>	<p><i>Library of Congress: Primary Sources</i></p> <p>Teacher handouts</p>
<p>Month #5</p>	<p>Presentations Using Technology With the Library of Congress Researching Tools</p> <p>Digital portfolio</p>	<p>Connections</p> <p>Truth</p> <p>Communication</p>	<p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.8.10.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Organize information by classifying, categorizing, and sequencing. Demonstrate the distinction between one’s own ideas from the ideas of others, and includes a reference page.</p> <p>CC.15.3.12.C: Create a research project based upon</p>	<p>Understanding the content is necessary to make a presentation clearly understood to the audience.</p> <p>Practicing a presentation aloud and even videotaping the rehearsal for playback enables the presenter to evaluate the structure, the content, the organization, and the credibility of the presentation.</p> <p>Following directions with a presentation is an important skill to master.</p> <p>Delivering a presentation well engages the audience and can lead to audience interaction and involvement.</p>	<p>Why is proper organization in a presentation vital for the understanding of both the speaker and the audience?</p> <p>Why must documentation, organization, and wording be carefully planned and checked before making a presentation so that it is honest and credible?</p> <p>What is the importance of following directions for these assignments as well as in the workplace?</p> <p>Why is audience analysis vital in a presentation?</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources (most lesson plans have accompanying materials and evaluations to provide a foundation for the assignments).</p> <p>Peer and self critiques</p> <p>Teacher made evaluations and rubrics of the presentations, research, documentation , following directions, and speaking skill</p>	<p>Resource sites on the PA Department of Education SAS website labeled as Materials & Resources.</p> <p>Communication Matters</p> <p><i>Library of Congress: Primary Sources</i></p> <p>Teacher handouts</p> <p>Resource sites on the PA Department of Education SAS</p>

		<p>defined parameters. Reference English Language Arts CC.1.4.11-12.V</p> <p>CC.15.3.12.G: Employ appropriate presentation skills to lead discussions and team activities. Reference English Language Arts CC.1.5.11-12.A</p> <p>CC.15.3.12.H: Evaluate presentations for language, proper techniques and media choices. Reference English Language Arts CC.1.5.11-12.C, CC.111-12.E</p> <p>CC. 15.3.12.I: Synthesize information gathered from multiple sources (e.g., digital, print, face to face).</p>	<p>In today's competitive classrooms and workplace, speakers must carefully use appropriate language, content and media choices when making presentations.</p> <p>With information being so much easier to find as compared to the last century, the audience expects multiple sources are used to collect and verify content that is presented.</p> <p>Know the following about the presentation area: the physical space, the possible sound issues and interruptions, the makeup of the audience and their needs and the workability of the media you are using.</p>	<p>What are some poor choices that can be made when preparing and delivering a presentation?</p> <p>What could be some of the repercussions of poor choices?</p> <p>Why are audience expectations in the 21st century more demanding than even ten years ago?</p> <p>List things that are important before preparation of the presentation and tell why these items are true.</p>	<p>website labeled as Materials & Resources.</p> <p>Communication Matters</p> <p>Library of Congress: Primary Sources</p> <p>Teacher handouts</p>
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			<p>CC. 15.3.12.J: Apply strategies to overcome barriers to active listening.</p>				
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