

Creative Writing: Grades 9-12

Credit:

Creative Writing may be a ½ credit or a 1-credit course, depending on the number of genres explored and developed within the course.

Content Standards:

The student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction.

Focus: This elective expands on writing standards W.TTP.1-W.TTP.3.

1/2 Credit Course	1 Credit Course	ELA Standard Connection
Strategies for accessing memory, practice using sense, and specific detail	Strategies for accessing memory, practice using sense, and specific detail	L.VAU.5, RL/RI.CS.4, W.RW.10
Create a clear, precise image	Create a clear, precise image	L.CSE.1, L.CSE.2, L.KL.3, W.PDW.4, W.RW.10
Analysis of written and drawn images in children's picture books	Analysis of written and drawn images in children's picture books	R.KID.1, RL/RI.KID.2, RL/RI.KID.3, RL/RI.CS.4, RL/RI.CS.5, RL/RI.RRTC.10, W.RW.10
Create a children's picture book	Create a children's picture book	W.TTP.1-3, W.PDW.4, W.RW.10
Poetry Portfolio	Poetry Portfolio	W.PDW.4, W.PDW.5, W.PDW.6, W.RW.10
Analysis of Personal Essays and Memoirs	Analysis of Personal Essays and Memoirs	L.VAU.5, RI.KID.2, RI.CS.4, RI.CS.5, RI.RRTC.10, W.RW.10
Create a Personal Essay	Create a Personal Essay	W.TTP.1-3, W.PDW.4-6, W.RW.10
Analysis of various short story techniques	Analysis of various short story techniques	R.KID.1, RL.KID.2, RL.KID.3, RL.CS.4, RL.RRTC.10, W.RW.10
Create a short story mimicking one of the techniques	Create a short story mimicking one of the techniques	W.TTP.3, W.PDW.5, W.RW.10
	Capture dialogue from real-life situations and analyze conversational patterns	RI.CS.4, RI.CS.5, RI.CS.6, W.RW.10
	Create biographical sketches for the observed dialogue	W.TTP.2, W.RW.10
	Create a biographical sketch for the characters in the short story	W.TTP.2, W.RW.10
	Revise short story with attention to information from the biographical sketch, focusing on dialogue	W.TTP.3, W.PDW.5, W.RW.10
Participate in collaborative workshops to review peer work	Participate in collaborative workshops to review peer work	SL.CC.1, SL.PKI.4, SL.PKI.6, W.PDW.5, W.RW.10

Goal Statement:

Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. Creative Writing allows them to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

Learning Expectations:

- Develop fluency, logic, clarity, and creativity.
- Write for a variety of audiences.
- Explore diverse modes and genres of writing.
- Utilize evaluation and revision skills.
- Focus on the steps of the process writing.
- Use available technology in the creative process.

Advanced Creative Writing: Grades 10-12

Pre-requisite:

Creative Writing I

Content Standard:

The student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. This elective expands on writing standards W.TTP.1-W.TTP.3.

1/2 Credit Course	1 Credit Course	ELA Standard Connection
2- Character Scene	2- Character Scene	L.CSE.1-3, 5-6, W.PDW.4-6
Structure of 2-Character Scene	Structure of 2-Character Scene	RL.KID.2, RL.KID.3, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
Obstacles for the characters	Obstacles for the characters	RL.KID.3, RL.CS.4-6, W.TTP.2, W.PDW.4-6
Character motivation statements	Character motivation statements	L.CSE.1-3, 5-6, RL.KID.3, RL.CS.4-6, W.TTP.2, W.PDW.4-6
Detailed autobiography of each character	Detailed autobiography of each character	L.CSE.1-3, 5-6, RI.KID.3, RI.CS.4-6, W.TTP.2, W.PDW.4-6
Developed inner monologue for each character	Developed inner monologue for each character	L.CSE.1-3, 5-6, RL.KID.3, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
Letter from each character to the other character	Letter from each character to the other character	L.CSE.1-3, 5-6, RL.CS.4-6, W.TTP.1-3, W.PDW.4-6
Stage Directions	Stage Directions	L.CSE.1-3, 5-6, RI.CS.4-6, W.TTP.2, W.PDW.4-6
Set Design	Set Design	W.TTP.2, W.PDW.4-6
Costume Decisions	Costume Decisions	W.TTP.2, W.PDW.4-6
	Experimental Writing Forms	L.CSE.1-3, 5-6, RL/RI.KID.1-3, RL/RI.CS.4-6, W.TTP.1-3, W.PDW.4-6
	Micro essay	L.CSE.1-3, 5-6, RI.KID.3, RI.CS.4-6, W.TTP.1-3, W.PDW.4-6
	PSA Announcement Delivered in Digital Form	L.CSE.1-3, 5-6, RI.KID.3, RL.CS.4-6, RI.IKL.7-8, W.TTP.1-3, W.PDW.4-6, W.RBPK.7-8, W.RW.10
	Revisit Poetry Portfolio	W.PDW.4, W.PDW.5, W.PDW.6, W.RW.10, W.PDW.4-6
Engage in collaborative discussions to provide peer feedback		SL.CC.1, SL.PKI.4, SL.PKI.6, W.PDW.5, W.RW.10

Goal Statement:

Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. Creative Writing allows them to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

Learning Expectations:

- Develop fluency, logic, clarity, and creativity.
- Write for a variety of audiences.
- Explore diverse modes and genres of writing.
- Utilize evaluation and revision skills.
- Focus on the steps of the process writing.
- Use available technology in the creative process.

Genre Literature: Grades 9-12

Content Standard:

The student will be given the opportunity to develop deeper thematic critical reading skills through additional reading experiences. This elective expands on Reading standards R.IKI.9 and R.RRTC.10

½-Credit Course	1-Credit Course	ELA Standard Connection
Explore the intricate aspects that define the literary genre	<p>Students in the 1-credit course will have opportunities to explore the genre in greater depth.</p> <p>Teachers may also choose to cover two genres in the 1-credit course.</p>	L.VAU.6, RL.CS.6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
Read widely in the genre		RL.CS.5-6, RL.IKI.9, RL.RRTC.10
Study the thematic element(s) of the genre		RL.KID.2, RL.CS.4-6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
Explore various styles, settings, characters, and plot elements of the literary genre		RL.CS.6, RL.IKI.9, RL.RRTC.10, W.RBPK.7, W.RBPK.9-10
Analyze, evaluate, and synthesize literature in the genre		L.CSE.1-2, L.KL.3, L.VAU.5-6, RL.KID.1-3, RL.CS.4-6, RL.IKI.9, RL.RRTC.10, W.TTP.2, W.RBPK.7, W.RBPK.9-10
Participate in collaborative conversations about works in the genre		L.CSE.1-2, RL.IKI.9, RL.RRTC.10
Write about the literary genre to create a new understanding of the genre		L.CSE.1-2, L.KL.3, L.VAU.5, RL.IKI.9, W.TTP.1-2, W.PDW.4, W.RBPK.7, W.RBPK.9-10

Goal Statement:

Students often have the opportunity to experience one or two texts from various literary genres but have little time to develop a thorough study of the themes embedded in various literary genres. Genre Literature allows them to explore the intricate aspects that make a literary genre, thematic elements of a literary genre and various styles and plot elements of a literary genre.

Learning Expectations:

- Explore the intricate aspects that make a literary genre.
- Follow thematic element(s) of a literary genre.
- Explore various styles, settings, characters, and plot elements of a literary genre.
- Use close reading skills to analyze, evaluate, and synthesize literature.
- Discuss and write about literary genre to create new understanding.

Literary Genres to Choose for the Topic of a Class:

- Ancient Literature
- Classical Literature
- Contemporary Literature
- Mystery/Thriller
- Historical Fiction
- Conflict Literature
- Sci-Fi and Fantasy
- Westerns
- Young Adult Literature
- Graphic Novels

Journalism I: Grades 9-12

Goal Statement:

The primary goal of any journalism program should be for students to improve both oral and written communication skills. Journalism programs should offer students the opportunity to improve speech skills, research skills, grammar usage, and interview skills as well as production skills for both **print** and **broadcast**.

Content Standards:

The student will understand and utilize oral, written, and visual communication. This elective expands on writing standards W.TTP.1-W.TTP.3 and W.PDW.6. Standards for this course will align with the 9-10 grade-band standards for ELA.

1/2 –Credit Course	1-Credit Course	ELA Standards Connection
Standards for Oral Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Demonstrate speaking, listening, and research skills which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
	Demonstrate appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
	Demonstrate appropriate interviewing techniques.	L.KL.3, L.VAU.5
	Apply terms and expressions common to the industry to speaking, listening, and writing	L.KL.3, L.VAU.4-6, RI.CS.4
	Apply legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
Standards for Written Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Demonstrate appropriate language usage skills and research techniques.	L.CSE.2
	Demonstrate appropriate journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
	Recognize the difference between fact and opinion and its appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
	Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
	Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4

	reporting.	
	Demonstrate editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
Standards for Visual Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Exhibit a working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
	Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
	Understand and utilize standard principles of related areas to enhance visual appeal.	SL.PKI.5
	Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5
	Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6

Journalism II: Grades 9-12

Pre-Requisite:

Journalism I

Goal Statement:

This course provides a continued exploration of skills necessary in journalistic writing and desktop publishing. In addition to being actively engaged in communication skills, students will explore the topics of ethics in journalism particularly paying close attention to plagiarism. Journalism programs should offer students the opportunity to improve speech skills, research skills, grammar usage, and interview skills as well as production skills for both **print** and **broadcast**.

Content Standards:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 9-10 grade-band standards for ELA.

1/2 –Credit Course	1-Credit Course	ELA Standards Connection
Standards for Oral Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Model speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
	Model appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
	Model appropriate interviewing techniques.	L.KL.3, L.VAU.5
	Apply terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
	Apply legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
Standards for Written Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Skillfully apply language usage skills and research techniques.	L.CSE.2
	Skillfully apply journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
	Recognize the difference between fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
	Use computers (if available) to compose, edit, and revise work for	W.PDW.6

	publication.	
	Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4
	Skillfully apply editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
Standards for Visual Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Exhibit a working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
	Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
	Understand and utilize standard principles of related areas to enhance visual appeal.	SL.PKI.5
	Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5
	Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6

Journalism III: Grades 10-12

Pre-Requisites:

Journalism I and II

Goal Statement:

This course will provide more in-depth and hands-on production work in journalism. Activities in this class should include production techniques for **newspaper**, **radio**, and **television**.

Content Standard:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 11-12 grade-band standards for ELA.

1/2 –Credit Course	1-Credit Course	ELA Standards Connection
Standards for Oral Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Coach peers in speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
	Coach peers in appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
	Coach peers in appropriate interviewing techniques.	L.KL.3, L.VAU.5
	Coach peers in using terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
	Coach peers in applying legal and ethical journalistic standards to all journalism activities.	R.KID.3, SL.CC.2
Standards for Written Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Skillfully apply advanced language usage skills and research techniques.	L.CSE.2
	Skillfully apply advanced journalistic writing style for various media.	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7
	Recognize the difference between fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
	Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6

	Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4
	Skillfully apply advanced editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6
Standards for Visual Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	With support, exhibit leadership with regard to working knowledge for roles and procedures of management and production of various media.	SL.CC.1-3, W.PDW.4
	Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures. Mentor new staff as they navigate the business aspects of journalism.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
	Understand and utilize standard principles of related areas to enhance visual appeal and provide feedback to peers during the layout phase.	SL.PKI.5
	Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work and provide feedback to peers during the layout phase.	SL.PKI.5
	Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6
Industry Competencies		
	Research how journalists are evaluated for job performance	RI.IKI.7-8, W.RBPK.8-9
	Research educational paths for journalists and editors	RI.IKI.7-8, W.RBPK.8-9
	Identify entry-level work experiences	RI.IKI.7-8, W.RBPK.8-9

Journalism IV: Grades 10-12

Pre-Requisite:

Journalism I, II, and III

Goal Statement:

This course will allow students more hands-on production training in various areas of journalism. Activities in this class should include production techniques for **newspaper, radio, and television** including **on-line publications**.

Content Standard:

The student will understand and utilize oral, written, and visual communication. Standards for this course will align with the 11-12 grade-band standards for ELA.

1/2 –Credit Course	1-Credit Course	ELA Standards Connection
Standards for Oral Competency		
The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Teach peers speaking, listening, and research skills, which will facilitate interviewing and other oral communication activities.	L.CSE.1, SL.CC.2, SL.PLI.6
	Teach peers appropriate language skills, demeanor, and attire to cultivate success and good public relations.	L.KL.3, L.VAU.5, SL.CC.1, SL.PKI.6
	Teach peers appropriate interviewing techniques.	L.KL.3, L.VAU.5
	Teach peers to apply terms and expressions common to the industry to speaking, listening, and writing.	L.KL.3, L.VAU.4-6, RI.CS.4
	Teach peers to apply terms and expressions common to the industry to speaking, listening, and writing activities.	R.KID.3, SL.CC.2
	With guidance from teacher, evaluate the legal and ethical journalistic standards of all journalism activities.	L.CSE.1, SL.CC.2, SL.PLI.6
Standards for Written Competency		
The 1-credit course is the	Along with the teacher and administration, evaluate the suitability of language usage skills and research techniques for publication.	L.CSE.2, RI.CS.4-6, RI.IKI.7-8, W.TTP.1-2, W.PDW.6
	Along with the teacher and administration, evaluate the	L.KL.3, L.VAU.4-6, W.TTP.1-3, W.PDW.4, W.RBPK.7

recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	journalistic writing style for various media.	
	Along with the teacher and administration, evaluate the presentation of fact, opinion, and bias and appropriate use in media production.	L.VAU.5, RI.KID.1-3, RI.CS.6, W.RBPK.8-9
	Use computers (if available) to compose, edit, and revise work for publication.	W.PDW.6
	Write editorials for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.	L.KL.3, L.VAU.4-6, SL.CC.2, W.PDW.4, W.RBPK.7, W.RBPK.8
	Skillfully apply editing and revision techniques to produce work suitable for publication/ production.	L.VAU.5, RI.IKI.7, W.PDW.6

Standards for Visual Competency

The 1-credit course is the recommended implementation; however, districts do have the option of offering a 1/2 –credit course.	Along with the teacher manage roles and procedures to facilitate the production of various media.	SL.CC.1-3, W.PDW.4
	Along with the teacher, manage the business of the publication including advertising, circulation, and/or bookkeeping procedures.	SL.CC.1-3, SL.PKI.4, W.TTP.1-2
	Apply standard principles of related areas to enhance visual appeal.	SL.PKI.5
	Apply editorial discretion to create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.	SL.PKI.5, RI.CS.4-6, RI.IKI.7- 8, W.TTP.1-2, W.PDW.6
	Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.	SL.PKI.5, W.PDW.6

Industry Competencies

	Research how editors are evaluated for job performance	RI.IKI.7-8, W.RBPK.8-9
	Research the educational path of a famous journalist or editor	RI.IKI.7-8, W.RBPK.8-9
	Research the various awards for journalists and means by which journalists' work is measured to earn distinction.	RI.IKI.7-8, W.RBPK.8-9

Speech and Communications: Grades 9-12

Credit:

Speech and Communication is best offered as a 1-credit course; however, districts may offer the course as a ½-credit course. Students will have fewer opportunities to master the skills of public speaking.

Goal Statement:

Students will explore a variety of speaking situations (informative, small group, persuasive, and special event speaking) and different types of communication (interpersonal, small group, and public communication) using a variety of digital media (text, audio, and visual) through formal and informal settings.

Content Standard:

The student will develop the skills to generate ideas, research topics, organize information, and create and evaluate oral presentations. This standard expands on Speaking and Listening standards SL.CC.1, SL.CC.2, and SL. PKI.5.

Learning Outcomes	ELA Standard Connection
Preparing	
Integrate multiple sources of information presented in diverse media formats.	L.KL.3, SL.PKI.5
Make informed decisions and solve problems.	RI.KID.1-3, SL.CC.2
Evaluate the credibility and accuracy of each source and note any discrepancies among the data.	L.KL.3, L.VAU.5, RICS.4-6
Speaking	
Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate topics, texts, and issues, building on others' ideas expressing their own clearly and persuasively.	L.KL.3, SL.CC.1
Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	L.KL.3, SL.CC.2, W.TTP.2
Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	W.PDW.5-6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.CSE.1, L.KL.3, L.VAU.5, SL.PKI.6
Listening	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	RICS.4, SI.PKI.4, W.TTP.1-3
Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	L.VAU.4, RI.IKI.7-9, SL.PKI.4, W.TTP.1, W.PDW.6

Digital Literacy	
Use a range of technology tools for varied purposes.	RI.IKI.7-9, L.VAU.4, RI.CS.4-6, SL.PKI.5
Use technology strategically to find and evaluate information.	RI.IKI.7-9, L.VAU.4, RI.CS.4-6, SL.CC.3, SL.PKI.5, W.RBPK.8
Use technology to connect and collaborate with others.	L.KL.3, RI.IKI.7-9, SL.CC.1
Use technology to produce and share content.	L.CSE.2, SL.PKI.4
Initiate and participate in both in-person and digital communication.	L.KL.3, SL.CC.1
Participate in a variety of activities hosted through learning management systems, such as Blackboard or Moodle, to prepare for future educational achievement.	
Integrate rules for digital citizenship.	L.CSE.2, SL.PKI.5
Remix, reimagine, tweak, hack, and repurpose media in compelling, credible, and legal ways.	L.KL.3, W.RBPK.8, SL.PKI.5
Identify what information is private and what is social and how to make changes accordingly.	SL.PKI.4, W.RW.10

Note: These learning expectations for speech reflect student performance requirements for grades 9-12. Students in grades 6-8 may participate in programs with similar learning expectations with minor adaptations.

Visual Literacy - Grades 9-12

Credit:

This course may be offered for ½, 1, or 2 credits. When offered for two credits, the syllabus for the first credit needs to draw from different source material than the syllabus for the second credit.

When designing the syllabus for the 1-credit course, the teacher may select from the extended text formats.

Goal Statement:

The goal of this course is to interpret visual forms of media and to analyze and evaluate the effectiveness of the various types. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. These forms of media will be used to develop the student's ability to understand messages conveyed through images. Throughout the course, students will examine and analyze the effect of various forms of media in order to broaden a student's cultural literacy.

Content Standard:

The student will evaluate and analyze visual forms of media. This elective expands on Speaking and Listening standards SL.CC.2 and SL.PKI.5, and Reading Literature R.IKI.7.

1/2 Credit Course	1 Credit Course	ELA Standard Connection
Formats to Study		
Pictures, Painting, Photography, Magazine Covers, Billboard	Pictures, Painting, Photography, Magazine Covers, Billboard	
Commercial and Political Advertising	Commercial and Political Advertising	
Manipulated Photos	Manipulated Photos	
Scenes from Film	Scenes from Film	
Film Shorts	Film Shorts	
Parody	Parody	
Cartoons	Cartoons	
	Visual News on Television and Online Content	
	Extended Formats to Study	
	Graphic Novels	
	Film	
Standards		
Identify questions raised by the image.		RI.KID.1-3
Use advanced research skills to find answers to questions raised by the image.		W.RBPK.7-9
Identify what is outside the frame of the image. (both literally outside the frame and the background knowledge needed to understand the image)		RI.KID.1-3
Identify the literal content of the image.		RI.KID.1-3,
Reflect on the personal impact of the image.		W.RBPK.9, W.RW.10
Analyze the relationship between the image and any displayed text.		L.VAU.5
Evaluate the effectiveness of the image against criteria for judgment.		RI.CS.5, RI.IKI.8
Evaluate the ethics of altering photographs prior to publication.		W.TTP.1
Analyze the author of the image.		RI.CS.6
Analyze the purpose of the image.		RI.CS.5
Analyze the intended audience for the image.		RI.CS.6
Using the language of the discipline, discuss the techniques used to create the image.		L.CSE.1-2, L.KL.3, L.VAU.5
Compare and contrast presentations of the same subject through similar media formats and different ones.		RI.IKI.7, SL.CC.1-3, W.TTP.2, W.PDW.4
Analyze the impact of propaganda techniques or bias on the presentation and reception of the image.		RI.CS.6, RI.CS.4
Analyze the role of parody and satire on the creation of specific images.		RI.CS.6, RI.CS.4-6

Analyze the role of symbolism in reading an image.		RI.KID.1-3, RI.CS.4
Consider the role of background knowledge in understanding images.		RI.IKI.9, SL.CC.3
Analyze the author's attitude toward the topic in the image.		L.VAU.5, RI.CS.6, SL.CC.3
Respond verbally and in writing to various images.		L.CSE.1-2, L.KL.3, SL.CC.1-3,
Evaluate images for effect.		RI.CS.6
	Select images for a desired effect.	SL.PK.5, W.RBPK.8
	Evaluate a compilation of images.	RI.IKI.9, W.TTP.2, W.PDW.4-5
	Write a film or a book critique for a full-length film or a graphic novel.	W.TTP.1, W.PDW.4-5
Develop a portfolio of images that cover a variety of topics and use a range of formats.		SL.PK.5, W.TTP.1-3, W.RBPK.7-9
Learn the language patterns and vocabulary for discussing the various image formats.		L.CSE.1-2, L.KL.3, L.VAU.4-6, SL.CC.1-3, SL.PK.6, W.PDW.4, W.PDW.6

Resources for Developing Curriculum:

Association of College and Research Libraries

<http://www.ala.org/acrl/>

Visual Impact, Visual Teaching: Using Images to Strengthen Learning (2nd ed.)

Gangwer, T. (Corwin, 2009)

Reading in the Dark: Using Film as a Tool in the English Classroom

John Golden (National Council of Teachers of English, 2001)

ISTE

www.iste.org/STANDARDS

Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills

Frey, N., & Fisher, D. (Corwin, 2008)

How to Read a Photograph: Lessons from Master Photographers

Jeffrey, I. (Abrams Books, 2009)