Randolph Township Schools
Randolph High School
Digital and Social Media

"We don't have a choice on whether we do *social media, the question is how well we do it."*
–Erik Qualman

Visual and Performing Arts Department
John DiEgidio, Supervisor

Curriculum Committee
Tara Sterling
Janice Finnell

Curriculum Developed:
July 2021

Date of Board Approval:
October 18th, 2021

Randolph Township Schools
Randolph High School
Digital and Social Media

Table of Contents

Section

Randolph Township Schools
Randolph High School
Digital and Social Media

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Affirmative Action Statement
Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Randolph High School
Digital and Social Media

Introduction

The Digital and Social Media course is a semester course designed for students to learn new media technologies and how to use them successfully in today's world. Students will explore the evolution of digital and social media as well as the impact on society. Students will also examine key moments in media history to understand the technological innovations and changes. They will also discover and lead discussions on controversies within the digital world and the news media. Students will use various digital media technology throughout the course, providing them with practical experience in new media, allowing them to plan, design, and create new media content.

Digital and Social Media is aligned to the New Jersey Career & Technical Education Standards and the 2020 New Jersey Student Learning Standards for Visual and Performing Arts. The 2020 NJSLS VPA emphasizes the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of the instructional improvement.

Randolph Township Schools
Randolph High School
Digital and Social Media

Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Evolution of Social Media
2 weeks	II	New Media Tools
5 weeks	III	YouTube 101
3 weeks	IV	Mobile Journalism
5 weeks	V	Podcast Production

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit I: Evolution of Social Media

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Career Cluster: Arts, A/V Technology & Communications (Ar) **9.3.12.AR.1:** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR.4:** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR-AV.1:** Describe the history, terminology, occupations and value of audio, video, and film technology.	Social Media sites have advanced from serving a network of friends into a major advertising tool connecting millions of people.	• How did the purpose of the first social media sites differ from those of today? • What distinguishes social media from other forms of online communication? • Why do some sites succeed while others fail?
Visual And Performing Arts (VPA) 2020: Proficient **1.2.12prof.Re7a:** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. **1.2.12prof.Re7b:** Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.	Smartphones and devices allow people to enjoy using a variety of social network apps at any time and from anywhere.	• What differentiates a cell phone from a smartphone and how did the latter help revolutionize the industry?
	New legal issues have resulted from the rise in social media usage.	• Why is it necessary to adhere to the rules of social media law and ethics?
	Social media users must follow all safety tips to avoid becoming the victim of a social media crime.	• How can users stay safe on social media?
	KNOWLEDGE	**SKILLS**

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit I: Evolution of Social Media

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.	Students will know:	Students will be able to:
	The first social networking site launched in 1997 was primarily for social networking, while businesses entered the world of social media later, starting in 2008.	Explain the history of social media.
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals. 1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments. 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	The golden age of social media occurred from the early- to mid-2000s and featured developments in social media like the birth of Friendster, LinkedIn, Myspace, Flickr, and Reddit.	Describe the social media sites and features of the golden age of social media.
1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	Launched in 2010, Instagram separated itself from the competition by focusing exclusively on photos and by only allowing them to be framed in a square (the restriction was lifted in 2015).	Analyze various social media apps like Instagram that developed during the rise of mobile apps, starting in 2010.
	The meteoric rise of today's two most popular social media networks, Facebook (2004) and YouTube (2005), led to the downfall of Myspace, which is now used primarily by musicians.	Summarize what led to the downfall of Myspace and other now defunct or diminished social media sites.
	Today's most popular social media networks allow users to create profiles and upload their own videos, while other users can like/dislike, rate, or comment on the videos.	Explain the role of key people whose job is primarily being "YouTubers," including gamers, chefs, and more, or "social influencers," who amass large

Unit I: Evolution of Social Media

		followings and get paid to promote products.
	Mobile phones have advanced in a short time period. What was once only for making phone calls can now be used as a camera as well as computer, right in the palm of your hands.	Compare and contrast the cellphone and the smartphone.
	The iPhone can be largely credited for the rise in popularity of using social network apps at any time and from anywhere on a mobile device.	Summarize how the iPhone revolutionized the use of digital and social media.
	Launched between 2010 and 2013, these sites added novel features like Stories, immersive messaging, photo and video platforms, filters and word-count limits.	Discuss when sites like Snapchat, Instagram, and Twitter were added to the social media timeline and what made each one unique.
	In 2018, Instagram became ready to compete with YouTube when it increased its one-minute video limit to one hour and launched a whole new app, IGTV, dedicated to long-form video.	Explain how different social media sites began competing for additional users.
	New legal issues have resulted from the inappropriate use of social media such as but not	Understand when social media users, including businesses, can be held liable

	limited to: copyright infringement, invasion of privacy, blackmail, libel, and harassment. Social media can have positive and negative implications and ramifications. Social media posts have been used in court cases as evidence to solve cases. There are many social networking safety tips that every user must follow, such as being cautious of sharing too much, adjusting privacy settings and verifying the identity of users with whom someone is connecting.	for breaches in the laws and ethics of social media. Analyze various court cases where social media helped in solving a crime or was the reason for the crime. Understand that not everyone is who they say they are on social media.
	KEY TERMS: Online communication, user-generated content, Six Degrees, user profile, golden era of social media, Friendster, circle of friends, LinkedIn, MySpace, WordPress, Flickr, Facebook, YouTube, video sharing, YouTuber, social influencer, Reddit, up/downvoting, Twitter, Tumblr, mobile applications (apps), real-time updates, DM, web feed, Pinterest, visual-discovery tool, buyable pins, Snapchat, Stories, facial-recognition technology, Vine, the selfie, WhatsApp, streaming, IGTV, defamation, privacy, negligence, trademark,	

Unit I: Evolution of Social Media

	copyright, sexual harassment and discrimination, non-compliant, social networking safety	

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating a vlog video sharing information about themselves. Students will use their cell phone or personal cameras to tell their stories.

KEY LEARNING EVENTS AND INSTRUCTION:
- Complete and reflect on a social media tracking assignment where students track and log their social media usage on their phones.
- Watch clips from and discuss the Netflix documentary, "The Social Dilemma" about the dangers of social media.
- Identify different situations social media influences daily life both physically and mentally.
- Analyze and discuss various court cases where social media played a vital role in the outcome of the case.
- Identify what media literacy is by watching a crash course on navigating digital information and discuss ways students can better protect themselves online.

SUGGESTED TIME ALLOTMENT	**2 weeks**
SUPPLEMENTAL UNIT RESOURCES	[Social Media: Crash Course Navigating Digital Information #10 - YouTube](#) https://www.forbes.com/sites/roberthart/2021/07/09/dua-lipa-the-latest-celeb-sued-for-posting-photo-of-herself-on-social-media/?sh=79c36f7f300c https://www.buzzfeednews.com/article/claudiarosenbaum/celebrities-sued-paparazzi-photos-social-media https://www.latimes.com/business/story/2021-05-10/lawsuit-snap-teen-suicide-yolo-lmk

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit II: New Media Tools

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Career Cluster: Arts, A/V Technology & Communications **9.3.12.AR.1:** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR.2:** Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. **9.3.12.AR-AV.2:** Demonstrate the use of basic tools and equipment used in audio, video and film production. **9.3.12.AR-AV.3:** Demonstrate technical support skills for audio, video and/or film productions. **9.3.12.AR-AV.4:** Design an audio, video and/or film production.	Computers, tablets, and mobile phones are among the most popular devices for social media use.	• How does the type of device that social media users choose to access their apps affect their social networking experience?
	It is essential to know how each piece of equipment works to create the most professional-looking video project possible.	• Why is it important to know how to properly use each piece of equipment in video composition?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**
	Equipment includes microphones, wide-angle lens, filmmaking case for an iPad, and a tripod among others.	Identify the parts and display proper setup and usage of all equipment associated with the Digital and Social Media class.

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit II: New Media Tools

Visual And Performing Arts (VPA) 2020: Proficient **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions. **1.2.12prof.Cr2a:** Organize and design artistic ideas for media arts productions. **1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. **1.2.12prof.Pr4a:** Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. **1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. **1.2.12prof.Pr6a:** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences. **1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	Properly mounting an iPad onto a tripod includes checking to see that the camera lens is facing the right way and aligning the notches on the tripod with the notches on the mounting plate. A hands-free mic is used for a formal sit-down interview, and a handheld mic is used to solicit quick responses from subjects. The three basic rules of video composition include the rule of thirds, balance, and depth; and the three main types of shots include close-up, medium, and long. The three phases of the production process are pre-production, production, and postproduction; while the four main production roles are director, script supervisor, camera operator, and talent. The editing and sharing process follows a specific order of operations: create timeline, trim/split clips, add transitions/graphics, add/clean up audio,	Demonstrate the proper mounting of an iPad to a tripod and proper shooting using the correct framing and rules for filming. Compare and contrast hands-free versus hand-held microphones and explain when to use each type. Demonstrate proper usage of the basic rules, types of shots, and camera movements in video composition. Identify the various phases of production as well as the production roles that are required and explain how each one functions in the creation of the final product. Complete all steps in the creation and sharing of a final, edited video/movie project with Adobe Premiere Rush, using either an iMac desktop computer or iPad.

insert music, "scrub"/preview, and publish/share final product.	
Proper shot composition helps videographers communicate with their audience and hold their attention.	Explain how following the basic rules of composition and using different types of shots helps videographers.
Each phase of video production has different functions that join to create the best final product.	Relate why it is necessary to have different phases of video production.
All photographic and video components of a project must be imported before beginning the editing phase of the project.	Tell how a videographer knows when he or she is ready to begin editing when using software like Adobe Premiere Rush.
KEY TERMS: iPad, lavalier microphone, shotgun microphone, headphones, TRRS output adapter cable for wireless mics, 3.5 mm output cable, LED light, iPad filmmaking case, wide angle lens, tripod, shoe mount, pre-production, production, post-production, Adobe Premiere Rush, edit, timeline, clips, transitions, graphics, "scrub"/preview, publish/share	

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit II: New Media Tools

ASSESSMENT EVIDENCE: Students will show their learning by:
- Completing a demonstration and written test on the identification and setup of iPads, camera, and all supporting equipment.
- Creating a trailer video for the team's mock YouTube channel.

KEY LEARNING EVENTS AND INSTRUCTION:
- Practice mounting each accessory and/or piece of equipment through collaborative opportunities and individual practice.
- Experiment with all the accessories that are needed to record video with an iPad through self-exploration as well as teacher-guided exploration.

SUGGESTED TIME ALLOTMENT	**2 weeks**
SUPPLEMENTAL UNIT RESOURCES	During your shoot - YouTube After your shoot - YouTube iPad Filmmaking (filmmakingstuff.com) Filmmakers: Take the iPad Pro from Pre-Production to Post | B&H Explora (bhphotovideo.com)

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit III: YouTube 101

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Career Cluster: Arts, A/V Technology & Communications **9.3.12.AR.1:** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR.4:** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR-AV.2:** Demonstrate the use of basic tools and equipment used in audio, video and film production. **9.3.12.AR-AV.3:** Demonstrate technical support skills for audio, video and/or film productions. **9.3.12.AR-AV.4**: Design an audio, video and/or film production. **9.3.12.AR-JB.3:** Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).	YouTube has undergone various landscape changes over the years.	• How has YouTube evolved from its start in 2005 through today?
	YouTube layout features are simplified for any type of user.	• How does YouTube help content creators grow their subscribers?
	Audience engagement is how content creators become a part of the YouTube Partner Program.	• Why is audience engagement crucial to a content creator's success?
	YouTube has advertiser-friendly guidelines that address topics like violence, hateful content, and profanity, which channels that want to monetize content must adhere to.	• How can creators monetize their videos and start earning money?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**

Unit III: YouTube 101

9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	YouTube has evolved from a video sharing site to the second biggest search engine after Google.	Identify the evolution of YouTube.
Visual And Performing Arts (VPA) 2020: Proficient **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.	YouTube's layout is user friendly, and the site includes features such as the channel page, the watch page, a studio editor, and an analytics page.	Navigate YouTube and understand the basic functions and resources available on the site.
1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. **1.2.12prof.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.	By allowing users to like and share videos, audience engagement assists in making YouTube channels successful.	Identify the different ways audience can engage with a YouTube channel.
1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. **1.2.12prof.Cr2a:** Organize and design artistic ideas for media arts productions.	Anyone who interacts with YouTube needs to follow the community guidelines which help ensure that YouTube is the best place to listen, share, and create a community.	Explain YouTube's community guidelines and policies and demonstrate how to use them appropriately.
1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. **1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.	Original videos shared on YouTube are subject to copyright protection and users must follow the YouTube community guidelines.	Examine what copyright is and the regulations for it under YouTube.
1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. **1.2.12prof.Pr4a:** Integrate various arts, media arts forms and content into unified media arts productions,	Content ID is a digital fingerprinting system developed by Google that is used to easily identify and manage copyrighted content on YouTube. If users receive numerous Content ID claims, this	Define what Content ID is and what happens when users receive a claim through YouTube.

considering the reaction and interaction of the audience, such as experiential design. *Anchor Standard 5: Developing And Refining Techniques And Models Or Steps Needed To Create Products* **1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. **1.2.12prof.Pr5c:** Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks. *Anchor Standard 6: Conveying Meaning Through Art* **1.2.12prof.Pr6a:** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences. **1.2.12prof.Pr6b:** Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others. *Anchor Standard 9: Applying Criteria To Evaluate Products* **1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals. *Anchor Standard 10: Synthesizing And Relating Knowledge And Personal Experiences To Create Products*	could result in their video being removed or channel being deleted. The YouTube Partner Program gives creators access to resources in order to monetize videos and start earning money. There are specific requirements that applicants need to meet. Users select the ad formats to be displayed in their videos. The more views a video gets, the more advertisements are run which creates ad revenue. Students in the YouTube Creator Academy can watch videos and review material before taking an exam and earn a certificate or badge in the specific course completed. Creators should only upload content (including music, videos, and artwork) that is original or that they are authorized to use; otherwise, it could result in a copyright violation.	 Identify what the YouTube Partner Program is and the requirements needed to be in it. Demonstrate how to earn money through advertising on YouTube. Experiment with YouTube Creator Academy and complete online courses to earn certificates and badges. Explain why it is important for creators to avoid content ID claims.
	KEY TERMS: PayPal, Google, Chad Hurley, Steve Chen, and Jawed Karim, "Me at the Zoo", essential freedoms, YouTube, YouTube Premium, TrueView	

Unit III: YouTube 101

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments. *Anchor Standard 11: Relating Artistic Ideas And Works Within Societal, Cultural And Historical Contexts To Deepen Understanding* **1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	ads, non-skippable video ads, bumper ads, YouTube Creator Academy, channel page, watch page, YouTube studio, analytics, watch time, subscribers, community, community guidelines, strike, policies, copyright, fair use agreement, content ID claim, advertisers, viewers, creators, trailer, banner, icon, playlist	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a mock YouTube channel and trailer video to go along with the channel creation. Students will demonstrate the production process to create the trailer video.
- Creating a vlog-style video that fits with the type of mock-up YouTube channel created. Students will demonstrate the production process to create the vlog-style video.

KEY LEARNING EVENTS AND INSTRUCTION:

- Class discussion on the history of YouTube and its rise to success; predict the future of YouTube.
- Watch and analyze different videos from online content creators and discuss in groups what makes them successful.
- Complete the YouTube Creator Academy course "The Quick Start Guide to YouTube".
- Complete the YouTube Creator Academy course "Create Great Content".

SUGGESTED TIME ALLOTMENT	**5 Weeks**
SUPPLEMENTAL UNIT RESOURCES	The quickstart guide to YouTube - YouTube Create great content - YouTube YouTube's Community Guidelines - YouTube Welcome to YPP (What do I need to know once I am accepted into YPP?) - YouTube

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit IV: Mobile Journalism

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
9.3 Career Cluster: Arts, A/V Technology & Communications **9.3.12.AR.4:** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5:** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. **9.3.12.AR.6:** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR-AV.3:** Demonstrate technical support skills for audio, video and/or film productions. **9.3.12.AR-AV.4:** Design an audio, video and/or film production.	Using fact versus opinion is the difference between biased and unbiased news.	• What differentiates unbiased from biased news?
	How much control a corporation has over news depends on how the news is broadcast.	• How does the news viewed on television differ from the news on the internet?
	Foreign hackers have used social media to try and sway voters in recent presidential elections.	• How does Facebook impact politics?
	Disinformation can be used to stoke fear in society.	• Why is disinformation and false news dangerous to society?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**

9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting. **9.3.12.AR-JB.3:** Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). **9.3.12.AR-JB.4:** Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	Broadcast journalists have the responsibility to inform the public, requiring that every effort be made to present stories factually.	Explain the responsibility broadcast journalists have to the viewing public.
Visual And Performing Arts (VPA) 2020: Proficient	Mainstream news is the most highly respected form of journalism; non-mainstream news is not part of corporate media and tabloid news exaggerates the facts for entertainment purposes.	Identify news programs as mainstream, non-mainstream, or tabloid.
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.	Facebook has faced many challenges in the past few years, such as U.S. politics and the data privacy scandal that brought Mark Zuckerberg to testify on Capitol Hill.	Analyze Facebook's biggest scandals and controversies throughout the years.
1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. **1.2.12prof.Cr2a:** Organize and design artistic ideas for media arts productions.	Facebook's mission to stop false news by working to better identify it through their community and third-party fact-checking organizations is making it difficult for people posting false news to buy ads.	Examine how Facebook combats false news that appears on their platform.
1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. **1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.	Biased news is the type of news where only a particular point of view is presented. Unbiased news reports just the facts of the story and nothing more.	Outline examples of biased versus unbiased news stories.
Anchor Standard 3: Refining And Completing Products. **1.2.12prof.Cr3a:** Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.	When it comes to public health and politics, false news can spread like wildfire on social media sites like Facebook, Twitter, and YouTube.	Discuss the impact that Facebook, Twitter, and YouTube have on society.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	The news elements to consider when judging whether a story is newsworthy include proximity, timeliness, prominence, consequence, conflict, unusualness, emotion, achievement, and contrast.	Outline the news elements used to judge the newsworthiness of a story.
1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.	Having good news judgment means being able to identify when a story is newsworthy. There are a series of questions to ask when determining if a story is newsworthy.	Identify what makes for good news judgment.
1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.		
1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.	There are clear rules of ethics for student journalists to follow under the Journalist Code of Ethics such as do not distort, lie, slant or hype, do not falsify facts or make up quotes, and carefully separate opinion and analysis from straight news stories.	List the rules of ethics in student journalism.
1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.		
1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.	Mobile journalism, commonly known as MOJO, is a form of digital storytelling where the primary device used for creating and editing images, audio, and video is a smartphone.	Define what mobile journalism is and how to be a successful mobile journalist.
1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.		
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	The concept of citizen journalism is based upon public citizens playing an active role in the process of collecting, reporting, analyzing, and disseminating news and information.	Identify what a citizen journalist is and the responsibility one has to the public.
1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.		

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity). **1.2.12prof.Cn11b:** Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	The internet has allowed citizens to serve as journalists through the posting of their stories on social media.	Identify instances when citizen journalism has been credible or not credible.

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit IV: Mobile Journalism

	KEY TERMS: mainstream, non-mainstream, tabloid, biased, unbiased, Facebook, The Arab Spring, Russian hacking, Occupy Wall Street, data privacy scandal, misinformation, disinformation, false news, ethical, news judgment, newsworthy, newsworthy elements, MOJO, citizen journalism	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a video news report about a popular argument of choice from an approved list. The challenge will then be to report all sides of the argument without hinting at opinion on the subject.

KEY LEARNING EVENTS AND INSTRUCTION:

- Review the Facebook data privacy scandal and analyze as a class the court ruling.
- Discuss social media influence on society with topics like Occupy Wall Street, data privacy, and presidential elections.
- List clips from events that have occurred due in large part to social media's impact on them.
- Watch and discuss the documentary "The Facebook Dilemma" by Frontline PBS.
- Analyze different scenarios and determine if they are ethical and newsworthy.
- In teams, play a game to identify if a news story is false or not. PolitiFact | Real or fake? Take our fake news quiz to find out

SUGGESTED TIME ALLOTMENT	**3 Weeks**
SUPPLEMENTAL UNIT RESOURCES	The Facebook Dilemma, Part One (full film)	FRONTLINE - YouTube The Facebook Dilemma, Part Two (full film)	FRONTLINE - YouTube Lesson 1.1: What is Newsworthy? - PBS NewsHour Student Reporting Labs - PBS NewsHour Student Reporting Labs Lesson 1.3: Journalism Ethics - PBS NewsHour Student Reporting Labs - PBS NewsHour Student Reporting Labs Lesson 2.3: Facts vs. Opinions vs. Informed Opinions and their Role in Journalism - PBS NewsHour Student Reporting Labs - PBS NewsHour Student Reporting Labs

	Controlling the spread of misinformation (apa.org)
	Social media users more likely to believe misinformation: study (phys.org)
	The Danger of Fake News in Inflaming or Suppressing Social Conflict | Center for Information Technology and Society - UC Santa Barbara (ucsb.edu)

Randolph Township Schools
Randolph High School
Digital and Social Media

Unit V: Podcast Production

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
9.3 Career Cluster: Arts, A/V Technology & Communications **9.3.12.AR.1:** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. **9.3.12.AR.4:** Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR-AV.2:** Demonstrate the use of basic tools and equipment used in audio, video and film production. **9.3.12.AR-AV.3:** Demonstrate technical support skills for audio, video and/or film productions. **9.3.12.AR-AV.4:** Design an audio, video and/or film production.	The introduction of various technologies often leads to the creation of new forms of media.	• Why did the podcast suddenly rise in popularity?
	The most successful podcast shows are a blend of different formats.	• Why is one type of podcast format the most common among current podcasters?
	Different commissions oversee different types of media and how they are delivered to consumers.	• Why do podcasters have more creative freedom than creators of other types of media?
	Every podcast targets a specific kind of listener.	• Why do podcasts focus on specific genres/themes for their content?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:**

Randolph Township Schools
Randolph High School
Digital and Social Media

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). **9.3.12.AR-JB.4:** Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	A podcast is an episodic series of spoken word digital audio files that a user can download to a personal device to listen to on the go using a mobile device.	Define what a podcast is and how people can listen to one.
Visual And Performing Arts (VPA) 2020: Proficient **1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. **1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.	Apple's iPod which was released in 2001 is the reason for the creation of podcasts. Two software developers thought of the idea for people to be able to download online radio broadcast from the internet to an iPod.	Analyze how podcast popularity has grown using data.
1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. **1.2.12prof.Cr1d:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.	Like cable television, radio is controlled by corporate networks, but with podcasts this gives anyone a chance to make a name for themselves.	Explain the difference between listening to the radio and listening to a podcast.
1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions. **1.2.12prof.Cr2b:** Critique plans, prototypes and production processes considering purposeful and expressive intent.	There are eight different types of podcast formats: interview, solo, panel show, conversational, non-fiction storytelling, fiction storytelling, repurposed content, and hybrid.	Identify the different types of podcast formats that podcasters follow to structure their show.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. **1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.	Like many other forms of entertainment, podcasts have a wide range of different genres that listeners can choose from including news, comedy, society and culture, business, true crime, sport, health/fitness, and investigative journalism.	Identify the different genres/themes that podcast shows have.
1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	There are six steps to creating a podcast show: 1) brainstorm podcast topics, 2) decide on a theme, 3)	Construct a podcast following the six steps in planning a podcast before recording.

	decide on the type/format of the show, 4) give the podcast show a name, 5) design the podcast art, and 6) write the podcast script.	
1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.		
1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.	Recording a podcast requires the use of audio recording equipment. Special equipment is designed specifically for recording audio productions.	Demonstrate the use of audio recording equipment for podcasting.
1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.	Podcasts are not regulated by the FCC but the FTC does require podcasters to inform their audience if they're being paid to review products or receiving them for free to review.	Explain why podcasts have more freedom of content than radio broadcasts.
1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.		
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	Having a good topic, clear audio, conversational flow, music and sound effects, interesting talking points, and a general knowledge of the topic discussed are all elements that make for a good podcast.	Describe which elements make a podcast effective to listeners.
1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.		

Unit V: Podcast Production

	KEY TERMS: iPod, Adam Curry, Dave Winer, RSS, Rodecaster Pro, podcast, Steve Jobs, interview, solo, panel show, conversational, non-fiction storytelling, fiction storytelling, repurposed content, hybrid, musical segue, vocal segue, segment, intro, outro, mic channel buttons, mic channel faders, LCD touchscreen, record button, headphone output controls, main output control, sound pads, mute/solo buttons, USB channel, smartphone channel, Bluetooth channel, 3.5mm headphone output, XLR inputs, 3.5mm TRRS input, ¼" headphone outputs, ¼" speaker outputs, microSD card slot, USB-C connector, DC power connector	

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating a podcast show and recording the pilot episode of the show.
- Recording a podcast interview on a topic of choice with an individual outside of the class.

KEY LEARNING EVENTS AND INSTRUCTION:
- Analyze and discuss different podcast shows and how they differ.
- Demonstrate the various elements that make a good podcast.
- Listen to various successful podcast shows to determine what makes them effective.

SUGGESTED TIME ALLOTMENT	**5 Weeks**
SUPPLEMENTAL UNIT RESOURCES	Teaching Podcasting: A Curriculum Guide for Educators : NPR

Unit V: Podcast Production

	Project Audio: Teaching Students How to Produce Their Own Podcasts - The New York Times (nytimes.com)
	How To Start A Podcast: A Complete Step-By-Step Tutorial (2021 Guide) (podcastinsights.com)
	35 Best Podcasts for Kids in Elementary, Middle, & High School (weareteachers.com)
	How to Plan Your Podcast with Scripts, Templates & Formats	Voices

APPENDIX A: YouTube Channel Trailer

You Tube Channel Trailer

Introduction: YouTube is currently the most popular video sharing website and is highly ranked in the social media networking list. Although we've covered a lot of different types of social media networks, YouTube is what we will focus mostly on.

Objective: Students will be able to develop a trailer for their team's YouTube channel. The channel trailer will introduce all team members on camera, as well as share with the community what your channel is all about.

Stage 1 - Pre-Production
- **Pick a Genre:** What kind of channel theme do you and your team want to do. Pick a genre that matches your idea for what type of videos you plan to make. Remember you will be creating your first video vlog matching this theme. But for Unit 2 project you are only creating your Channel Trailer.
    - Tutorial
    - Food
    - Beauty
    - Review
    - Prank
    - Comedy
    - Fashion
    - Fitness
    - Gamer
    - Pop Culture

- **Create Your Brand:** Brand your team, give your channel a name to match your Genre and start brainstorming your channel idea. Follow steps 1-4 to complete your branding.

    - **Step 1: Assign Your Production Roles -** Each team member will be assigned a production role that they are responsible for. The roles include Director, Script Supervisor, Camera Operator and Talent.

    - **Step 2: Write Your Channel Description -** The channel description is text that conveys key information about your channel—search engines use these words so people can find you. When an unsubscribed viewer comes to your channel, they will see both your channel trailer and channel description. When viewers read it, they should have a pretty good idea of what your channel is about and know where to go for more information.

    - **Step 3: Create Channel Art -** You will need to create a channel icon and banner for your team. You will use Google Drawing template provided by me; these are already size to the appropriate sizes you need.

    If you need assistance in your designing, you may use the following:
    - Canva.com
    - PosterMyWall.com

- [Need General Help On Creating Your Channel Banner? Click Here!](#)

- **Step 4: Developing Your Script -** Your Channel Trailer is where you will introduce your channel and everyone in your team, including what your channel will be all about. Get creative with this part! You will be required to write a script to get your ideas on paper. Remember at the end of the video to ask your views to **"like this video and subscribe"**.

Stage 2 - Production
- This is the stage in which you will film all your shots on your iPad's. If you are having issues with this step, remember to ask me (Mrs. Sterling) for help.

Stage 3 - Post Production
- I will be breaking down iMovie to edit your videos on for you. Do not sweat about this step just yet, as I will walk you through each step at a time.

Requirements:
- Brand your channel (give it a name, description and create channel art).
- 0:30 seconds - 1:00 minute.
- Introduce your channel.
- Introduce each team member.
- Ask viewers to like and subscribe.
- Clear audio.
- Visually appealing.
- Edited together in a final piece.

APPENDIX B: Facebook Dilemma Activity

Name: _____ Date: _____ Period: _____

30 Points (1 Point Each)

Frontline: The facebook Dilemma - Part 1
Start of Facebook and Rise of Issues Leading Into 2016 Elections

1. What is Mark Zuckerberg celebrating in Palo Alto, California? _____
   _____

2. According to Zuckerberg, "What is Facebook?" _____
   _____

3. How many people work for Zuckerberg at the time? _____

4. According to McNamee, what was Mark Zuckerberg fascinated by when he was at Harvard?
   _____

5. It was a little bit of a renegade philosophy and a disrespect for authority that led to the Facebook
   motto, _____.

6. Mark Zuckerberg's quest to connect the world would bring about historic change and far-
   reaching consequences in _____, _____ and
   _____.

7. By 2007, Zuckerberg had made it clear that the goal of the business was _____
   _____.

8. According to Facebook Vice President of Social Good Naomi, Gleit, what was the Growth team
   about? _____
   _____

9. What was the key to keeping all the new people engaged? _____

10. The addition of the new _____ in 2009 allowed News Feed to collect
    vast amounts of users' personal data that would prove invaluable to Facebook.

11. According to Sparapani, what did Facebook rely on to police the site? _____ and
    _____.

12. According to Zeynep Tufekci of UNC Chapel Hill, "When the _____
    happened, I know that a lot of people in Silicon Valley thought our technologies helped bring
    freedom to people, which was true. But there's a twist to this, which is Facebook's
    _____."

13. What did Ghonim try to express to Facebook and people in Silicon Valley at the time?
    _____
    _____
    _____

14. In fact, Facebook was preparing to take its rapidly growing business to the next level by
    _____.

15. Sandberg's team started developing new ways to collect _____
    from users wherever they went on the internet, and when they weren't on the internet at all.

33