



### Course Numbers

- LA315

# Mass Comm / Mass Media

## 2018-2019

*A 0.5 elective credit. Mass Comm / Mass Media is a course in the journalism family of offerings that emphasizes studies in mass media and the way that mass media technologies and practices impact methods of communication.*

<http://secondaryliteracy.dmschools.org/>  
<http://grading.dmschools.org>



Version: Beta+

# Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked requirement** of the target

Scale Level Symbols	
Ⓐ	The targets on this level can be <b>changed</b>
ⓐ	Targets on this level can <b>not</b> be changed
➕	<b>More</b> targets can be added to this level
ⓧ	<b>No</b> targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	<b>4.0</b>
Demonstrate all learning targets from Level 3 with partial success at Level 4	<b>3.5</b>
Demonstrate all learning targets from Level 3	<b>3.0</b>
Demonstrate at least half of the Level 3 learning targets	<b>2.5</b>
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	<b>2.0</b>
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	<b>1.5</b>
Demonstrate none of the learning targets from Level 2 or Level 3	<b>1.0</b>
Produce no evidence appropriate to the learning targets at any level	<b>0</b>

## Process-Based SRG

**Process-Based SRG** is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time. This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses consider evidence using a “Sliding Window” approach. When determining the topic score for a grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.



Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student’s total product or performance must show to score a 3 on that scale.

**Guiding Practices of Standards-Referenced Grading**

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

**Course Map**

Grading Topic	Content Standards
<p><b>Collaborating in Discussions</b></p>	<ul style="list-style-type: none"> <li>• Speaking and Listening 1</li> </ul>
<p><b>Journalistic Writing</b></p>	<ul style="list-style-type: none"> <li>• Journalism Education 11</li> <li>• Writing 2</li> <li>• Writing 4</li> <li>• Language 1</li> </ul>
<p><b>Professional Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Journalism Education 3</li> <li>• Journalism Education 5</li> </ul>
<p><b>Photography</b></p>	<ul style="list-style-type: none"> <li>• Journalism Education 9</li> </ul>

Testing Information  
**NONE**

**Textbooks**  
*No adopted text at this time*

**Credit Policy**  
This course, as an elective, does not count towards the 4.0 required English credits for graduation.

## Extended Topics

**Semester-  
Long**

### **Organizing Principles**

The skills developed and demonstrated through this course persist throughout the course instead of being limited to a specific unit. These topics can be clustered and broken down into units by individual instructors, but the general course design is left open so that different approaches can easily be taken by teachers based on students, texts, and context.

## **Text Selections**





*Pending*



Standard  
Support

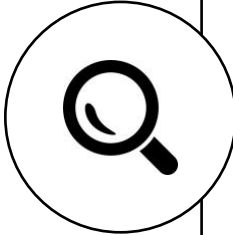


Additional  
Resources

Grading Topic: <b>Collaborating in Discussions</b>	
<b>4</b> 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
<b>3</b>  Learning Goal	<p><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:</i></p> <ul style="list-style-type: none"> <li>➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas</li> <li>➤ Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives</li> <li>➤ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Work</b> with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed</p> <p>B. <b>Participate</b> actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</p> <p>C. <b>Prepare</b> for participation in a discussion</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

**Standard Language: CCSS ELA SL.9-10.1**  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  
*Click link at right for additional details on this standard.*

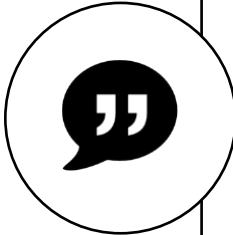






**Teacher Clarifications**

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator

**Multiple Opportunities**

The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the other standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the other associated topic.



Grading Topic: <b>Journalistic Writing</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
<b>3</b>  Learning Goal	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Apply</b> the principles of fair, balanced, and accurate reporting</p> <p>B. <b>Write</b> for a variety of purposes using journalistic writing styles (news, features, opinions)</p> <p>C. <b>Write</b> using clear, precise language</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Examine</b> a topic by selecting, organizing, and analyzing relevant content (prewriting, researching, analyzing various perspectives/angles on the topic, etc.)</p> <p>B. <b>Employ</b> facts, definitions, details, quotations, and research and/or interviews</p> <p>C. <b>Establish</b> and <b>maintain</b> a formal style</p> <p>D. Correctly <b>capitalize</b> words in a sentence and <b>punctuate</b> the sentence correctly using commas, semicolons, and colons where needed</p> <p>E. <b>Explain</b> a topic in writing</p> <p>F. <b>Identify</b> the difference between clear and unclear writing</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Angles, Journalistic Writing, News Values


**Standard Language: Journalism I I**  
The JEA suggests an emphasis on Writing Skills in its 11<sup>th</sup> curricular standard.

**Standard Language: CCSS ELA W.9-10.2**  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection of relevant data, analysis, and organization, and analysis of content.

**Standard Language: CCSS ELA W.9-10.4**  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Standard Language: CCSS ELA L.9-10.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*Click link at right for additional details on these CC standards.*











**Teacher Clarifications**

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**Multiple Opportunities**

Have a suggestion for multiple opportunities? Submit it to  
the Secondary Literacy Curriculum Coordinator




Grading Topic: <b>Professional Responsibilities</b>	
<b>4</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>100%</b> of key assignment deadlines</li> </ul>
<b>3.5</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>95%</b> of key assignment deadlines</li> </ul>
<b>3</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>90%</b> of key assignment deadlines</li> </ul>
<b>2.5</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>80%</b> of key assignment deadlines</li> </ul>
<b>2</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>75%</b> of key assignment deadlines</li> </ul>
<b>1.5</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>70%</b> of key assignment deadlines</li> </ul>
<b>1</b> 	<i>Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:</i> <ul style="list-style-type: none"> <li>Meeting <b>some</b> key assignment deadlines</li> </ul>

**Academic Vocabulary**  
Key Assignment, Deadline

**Standard Language: Journalism 3**  
The JEA suggests an emphasis on Entrepreneurship Skills in its 3<sup>rd</sup> curricular standard.

**Standard Language: Journalism 5**  
The JEA suggests an emphasis on Leadership and Team Building Skills in its 5<sup>th</sup> curricular standard.




**Teacher Clarifications**





The teacher must make it abundantly clear which assignments constitute key assignments for the purposes of this topic.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator


**Multiple Opportunities**

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator



Grading Topic: <b>Photography</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  Learning Goal	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> <li>A. <b>Apply</b> the rules of composition when shooting or editing media products</li> <li>B. <b>Produce</b> a media product that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content</li> </ul>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> <li>A. <b>Frame</b> a media product according to content</li> <li>B. <b>Capture</b> a media product in which the subject is in focus</li> </ul>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Standard Language: Journalism 9**  
The JEA suggests an emphasis on Photojournalism Skills in its 9<sup>th</sup> curricular standard.



**Teacher Clarifications**

Media products include photographs, video footage, and any other media or multimedia composition with a strong visual component.

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**Academic Vocabulary**  
Composition, Focus, Complementary

**Multiple Opportunities**

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator

