**SHORE REGIONAL HIGH SCHOOL DISTRICT**
**A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts**

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable

**Course Title:** Video Production
**Content Area:** Technology
**Grade Level(s):** 7 & 8
**Course Description:** In this elective class, 7th and 8th grade students will learn the technical aspects of various video production tools, techniques to plan, produce, and edit videos, and create a weekly broadcast for FASTV.
**Curriculum Writer(s):** Kristy Sinkhorn and Angel Somers
**Date Created:** July 2016
**Date Approved by Board of Education:** August 2016

# Pacing Guide

Unit 1/Marking Period 1:    Introduction to TV Production: Terminology, Tools, and Equipment
Unit 2/Marking Period 2:    Scriptwriting, Storyboarding, and Filming
Unit 3/Marking Period 3:    Exploring Video Editing Techniques and Special Effects
Unit 4/Marking Period 4:    Copyright and Media Literacy

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## Unit 1 : Introduction to TV Production

**Unit Summary:** Students will become acclimated with the essential parts of a camera and the various tools needed to create a television piece.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

Critical Thinking  (collaborating with peers, problem solving)  ● Digital Media Communication Skills (developing and revising ideas, using various forms of technology-video, audio, digital)  ● English Language Arts  (developing a  script, revising, proofreading, editing, public speaking) ● 21st Century Life and Career Skills (public speaking, evaluating current news for interest, utilizing technology to present a topic)

| CCSS/NJCCCS Number | CCSS/NJCCCS Content |
|---|---|
| 8.1.8 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.<br>● Strand A: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.<br>● Strand B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.<br>● Strand C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

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|---|---|
| 8.2.8 | Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. <br> ● Strand A: The Nature of Technology: Creativity and Innovation |
| RL.7.7. | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| RI.7.7. | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| NJSLSA.SL5. | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| NJSLSA.SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| RI.8.7. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| SL.8.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

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**Summative assessments (may include but are not limited to):**

- Create storyboard and work in groups to create a final newscast on a specific school issue, demonstrating proper shot composition, applying the rules of framing when using the camera, and integrating different lighting situations.
- Critique and analyze news broadcasts for FASTV from previous years.

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**Formative Assessments  (may include but are not limited to):**

- Quiz: Diagram the camera and explain its parts or create a model of a camera labeling the parts.
- Create storyboard to model different types of shots and transitions between shots.
- Use real-life broadcasts (from FASTV or other) to critique/review broadcasts on specific skills.
- Create a student-made rubric to evaluate a news broadcast.

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**Enduring Understandings:**

- The viewfinder enables the user to understand how the camera is operating.
- A properly calibrated camera ensures a quality picture.
- Framing has certain rules, which aid in the shooting and editing process.
- White balancing a camera needs to occur because lighting is different in every location.
- Vocabulary: Iris, F/Stop, white balance, viewfinder, shutter speed, gain, zoom range/ratio, ND filter, lens, handheld, head room, lead room, nose room, Rule of Thirds, pan, tilt, dolly, zoom, tracking, pedestal, close up, extreme close up, medium close up, medium shot, long shot, establishing shot, knee shot, over the shoulder, bust shot, two shot, three shot, high angle shot, low angle shot, point of view, cross shot

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**Essential Questions:**
- What are the most important parts of a camera?
- Why is understanding how to use a camera properly essential in creating a quality picture?
- What are some lighting techniques that can improve the look of a video?

**Instructional Outcomes:**
- Diagram the camera and explain its parts.
- Interpret information found in the viewfinder and apply it to make adjustments to the camera.
- Demonstrate how to use camera calibration tools.
- Apply the basic rules of framing when using the camera.
- Demonstrate proper shot composition.
- Adapt the camera to a variety of lighting situations.
- Plan a production utilizing storyboards to model shot composition.
- Identify and operate lights in the studio.
- Demonstrate how to properly import video.
- Identify and use a variety of video transitions.
- Demonstrate how to use microphones to enhance the audio of a video production.

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**Suggested Learning Activities (may include but are not limited to):**
- Label parts of a camera with Post-Its to show each part.
- Take apart a camera to visually show each part.
- Demonstrate different types of lighting and how they look on camera.
- Create digital and paper-and-pencil storyboards to plan out a production.
- Beginner activity:Video Alphabet: Students work in groups of two to four. Illustrate the alphabet with individual shots or whole scenes. Be literal, be poetical, or be metaphorical. "A-Apple," or "A-Awkward Moment."
- Advanced activity: Video Metaphor: Provide an enigmatic or provocative phrase that student production groups must translate into video. You can make up something for the occasion, use a line of poetry, a crossword puzzle clue, a phrase from a song, or a phrase from the daily paper.

**Suggested Differentiation:**
Students will have opportunities to make choices concerning  both the process and the product. Choices can include:
- Group and individual projects
- Story content
- Types of equipment utilized
- Storyboard formats

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Provide differentiated instruction through any and all of the following strategies:

- Provide a list of useful resources.
- Chunk information into smaller parts
- Provide written notes and/or resources for the student to utilize.
- Video or written tutorials
- Provide graphic organizers.
- Allow extra time to complete assignments.

**Curriculum Development Resources:**

- http://www.polk-fl.net/staff/technology/itvteachers/TVProductionCurriculum.htm
- http://www.edutopia.org/blog/using-video-in-classroom-ron-peck
- http://schoolvideonews.com/Resources/What-to-Teach
- http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- http://www.breitlinks.com/pdfslibmedia/videolessonplans.pdf
- http://www.medialit.org/reading-room/video-basics-and-production-projects-classroom

**Notes/Comments:**

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## Unit 2: Scriptwriting, Storyboarding, Filming, and Editing

**Unit Summary:** Students will use storyboarding and script writing to create a news broadcast.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

Critical Thinking  (collaborating with peers, problem solving)  ● Digital Media Communication Skills (developing and revising ideas, using various forms of technology-video, audio, digital) ● English Language Arts  (developing a  script, revising, proofreading, editing, public speaking) ● 21st Century Life and Career Skills (public speaking, evaluating current news for interest, utilizing technology to present a topic)

| CCSS/NJCCCS Number | CCSS/NJCCCS Content |
| --- | --- |
| 8.1.8 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.<br>● Strand E: Research and Information Fluency |
| NJSLSA.R6. | Assess how point of view or purpose shapes the content and style of a text. |

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| NJSLSA.R7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| RI.7.5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| RI.7.6. | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| NJSLSA. W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. |
| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |

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| NJSLSA.SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards 1–3 a,b. |
| W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| 1.3.8.C.1 | Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues. |

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| **Summative Assessments (may include but are not limited to):** |

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- Students will create a storyboard, produce a visual piece for the school news, and analyze their piece in post-production which incorporates various types of lighting, camera angles, and effects.
- Students will research and write a script for a short news program.
- Create weekly FASTV broadcasts on specific school issues.

**Formative Assessments (may include but are not limited to) :**

- Assess students on important parts of each of the three processes of video production.
- Explain special effects, graphics and the purpose of audio levels when producing.
- Students model different camera angles.
- Students will film a short news program using correct camera composition, microphone position, lighting, and interview techniques.
- Students will edit a news program using a digital editing program.
- Students will research a topic and prepare a script for a short news broadcast.

**Enduring Understandings:**

- Video production is a three stage process; pre-production, production, and post production.
- In addition to editing, this process can be used for special effects, graphics, and adjusting audio levels.
- Videos can be edited in a variety of ways in order to tell a story.
- Information within a script needs to be presented in a concise manner in order to obtain effective communication.
- Creating a variety of camera angles and moves during production of a scene helps to better tell a story.

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- A variety of camera angles and moves can affect audience's perception and mood.
- Blocking helps to insure your sequence is thoroughly planned out.
- A television production team consists of a variety of job functions.

**Essential Questions:**
- What role do digital tools, graphics, special effects and technology play in story telling?
- Why should digital storytelling be considered an art form?
-  How can digital editing tools  be used for tasks other than editing clips?
- Why is it important to use more than one camera set up?
- Why should you modify your shot composition in order to create emotion and tell an interesting story?
- What roles does each crew member fill in a television production team?
- What are appropriate interviewing techniques for video?
- What information and points of view should be represented in a news broadcast?
- How do we research background information for a news story?
- What makes a source reliable?
- Vocabulary: edit, log, capture, transitions, sequence, timeline, trim, cue, time code, bin, frame, viewer, canvas, effects, firewire, post production, export, correctness, clarity, conciseness, color, lead, climax, cause, effect, voice over

**Instructional Outcomes:**
- Create and edit music and graphics to enhance projects.

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- Demonstrate how to log and capture footage.
- Adjust audio levels in order to fade or correct audio errors.
- Apply knowledge of cables to set up and operate editing devices.
- Construct a timeline to create a visual story.
- Research a topic to be used in a news broadcast.
- Evaluate sources used in news broadcast.
- Write a script  and produce a storyboard for a short news  program.

**Suggested Learning Activities (may include but are not limited to):**
- Pairs of students will take turns interviewing each other and demonstrate six basic shots: extreme close-up, close-up, medium shot, medium long-shot, long-shot, over-the-shoulder shot. Students will view and rate framing shots.
- Students will set up and strike a set for a news production.
- Students will  perform camera operations for a news program.
- Students will select a news topic and then research and write a script for a news broadcast.
- Students will edit a news program using a digital editing tool.
- Students will create a digital teleprompter.
- Students will create credits, titles and subtitles for a video production.

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**Suggested Differentiation:**
Students will have opportunities to make choices concerning both the process and the product. Choices can include:
- Group and individual projects
- Story content
- Types of equipment utilized
- Storyboard formats

Provide differentiated instruction through any and all of the following strategies:
- Provide a list of useful resources.
- Chunk information into smaller parts.
- Provide written notes and/or resources for the student to utilize.
- Video or written tutorials
- Provide graphic organizers.
- Allow extra time to complete assignments.

**Curriculum Development Resources:**
- http://www.polk-fl.net/staff/technology/itvteachers/TVProductionCurriculum.htm
- http://www.edutopia.org/blog/using-video-in-classroom-ron-peck
- http://schoolvideonews.com/Resources/What-to-Teach
- http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- http://www.breitlinks.com/pdfslibmedia/videolessonplans.pdf

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**Notes/Comments:**

Rubrics for video production :
- http://www2.powayusd.com/projects/edtechcentral/VideoEditing/rubrics.htm
- http://www.schrockguide.net/assessment-and-rubrics.html
- http://www.olejarz.com/arted/digitalvideo/interviewrubric.pdf

Storyboard resources:
- http://www.scholastic.com/teachers/article/what-are-storyboards
- http://langwitches.org/blog/2011/04/03/storyboarding-pre-writing-activity/
- http://www.opencolleges.edu.au/informed/teacher-resources/using-storyboards-in-education/
- http://www.jeadigitalmedia.org/2012/09/04/plan-out-your-video-with-a-successful-storyboard/
- http://schoolvideonews.com/Pre-Production/Storyboarding-Planning-Projects-With-Pictures
- https://www.printablepaper.net/category/storyboard
- http://www.creativetemplate.net/storyboard-template.html

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## Unit 3: Exploring Different Types of  Video

**Unit Summary:** Exploring different types of video production, students will create a multimedia presentation including sound and images.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

Critical Thinking  (collaborating with peers, problem solving)  ● Digital Media Communication Skills (developing and revising ideas, using various forms of technology-video, audio, digital)   ● English Language Arts  (developing a  script, revising, proofreading, editing, public speaking) ● 21st Century Life and Career Skills (public speaking, evaluating current news for interest, utilizing technology to present a topic)

| CCSS/NJCCCS Number | CCSS/NJCCCS Content |
|---|---|
| 8.1.8 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <br>● Strand F: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| SL.7.5. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |

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| RL.8.7. | Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. |
| SL.8.2. | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| SL.8.5. | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

**Summative Assessments (may include but are not limited to):**
- Create storyboard including special effects to prepare for broadcast.
- Create a summative FASTV broadcast including all aspects of unit topics on a specific subject.
- Create a PSA (Public Service Announcement) that utilizes a special effect such as stop motion, green screen, slow motion, b-roll.voice overs and other audio effects.
- Create a video documentary on a current news issue.
- Create an instructional video.

**Formative Assessments (May include but are not limited to):**
- Create weekly FASTV broadcasts
- Quizzes on various special effects

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- Critique/analyze other broadcasts

**Enduring Understandings:**
- Framing has certain rules, which aid in the shooting and editing process.
- Videos can be edited in a variety of ways in order to tell a story.
- Multiple media tools such as graphics, pictures, color, motion, sound, and music can enhance communication in television, film, radio and advertising.
- Vocabulary: headroom, lead room, Rule of Thirds, camera operator, editor, director, teleprompter operator, focus, capture, transfer, edit, trim, cut, special effects, transition, import, news package, green screen

**Essential Questions:**
- How can videos be edited to grab viewer's attention?
- How do you edit a movie?
- What guidelines should be followed when editing video?
- How does a properly framed shot contribute to a good news package?
- What are the elements needed to make a good news story?

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**Instructional Outcomes:**
- Create the elements of an informational video.
- Operate the digital camcorder to record video clips.
- Import videos from a FLIP camera.
- Edit videos including credits, special effects, and transitions.
- Export videos to create a Window's Media File.
- Write news scripts using proper dialogue and format.
- Research school events.
- Create engaging media content, using graphics and music to enhance the broadcast.
- Demonstrate knowledge of basic elements of set design.
- Demonstrate proper shot composition.
- Apply the basic rules of framing when using a camera.

**Suggested Learning Activities (may include but are not limited to)**
- Students research copyright and the impact on video production.
- Students may use media references, internet, and interviews from appropriate sources.
- Students analyze/critique various news outlet stories and identify different strategies used.

**Suggested Differentiation:**
Students will have opportunities to make choices concerning  both the process and the product. Choices can include:
- Group and individual projects

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- Story content
- Types of equipment utilized
- Storyboard formats

Provide differentiated instruction through any and all of the following strategies:
- Provide a list of useful resources.
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- Video or written tutorials
- Provide graphic organizers.
- Allow extra time to complete assignments.

**Curriculum Development Resources:**
- http://www.polk-fl.net/staff/technology/itvteachers/TVProductionCurriculum.htm
- http://www.edutopia.org/blog/using-video-in-classroom-ron-peck
- http://schoolvideonews.com/Resources/What-to-Teach
- http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- http://www.breitlinks.com/pdfslibmedia/videolessonplans.pdf
- **http://www.slideshare.net/campbelllisa/some-ideas-for-video-projects**

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**Notes/Comments:**

Digital sources that can be used in video and sound editing:
- Audacity.com
- Animoto.com
- Doink - ipad app ( green screen)
- Youtube.com
- Zamzar.com
- Lego Stop Motion app
- Vimeo.com
- WeVideo Chromebook app

## Unit 4: Copyright and Media Literacy

**Unit Summary:** Students will understand the importance of technological literacy and the ethical concerns involving video production.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

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Critical Thinking  (collaborating with peers, problem solving)  ● Digital Media Communication Skills (developing and revising ideas, using various forms of technology-video, audio, digital)  ● English Language Arts  (developing a  script, revising, proofreading, editing, public speaking) ● 21st Century Life and Career Skills (public speaking, evaluating current news for interest, utilizing technology to present a topic)

| CCSS/NJCCCS Number | CCSS/NJCCCS Content |
|---|---|
| 8.1.8 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.<br>● Strand D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| 8.2.8 | Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.<br>● Strand A: The Nature of Technology: Creativity and Innovation |
| NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

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| W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**Summative Assessments (may include but are not limited to):**
- Students will develop a news piece explaining the importance of copyright laws and ethical considerations when producing a piece.  Production will include various angles, lighting and effects.

**Formative Assessments (may include but are not limited to):**
- Research various copyright infringements in history and discuss impact on society.
- Participate in discussions/debates about current technology guidelines.

**Enduring Understandings:**
- Internet environments need to be modified, monitored, maintained, and improved to ensure safety, quality, efficiency, and sustainability
- Technology intersects all areas of life.
- Technology guidelines are a matter of physical, social, and emotional safety.
- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- All media messages are constructed.

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- Media messages are constructed using a creative language with its own rules.
- Different people experience the same message differently.
- Media has embedded values and points of view.
- Media messages are constructed to gain profit and/or power.
- Vocabulary:  applications, Acceptable Use Policy, cyber bullying, database, desktop, download, email, etiquette, FAQ, firewall, folders, graphics, hard drive, home page, internet, ISP, LCD, modern, monitor, multimedia, PDF file, peripheral device, RAM, ROM, server, spreadsheet, surf, units, URL, virus, www

**Essential Questions:**
- What is technology literacy, and how can it improve my life?
- How do I know how to use the technology that I need and manage information?
- What is internet safety?
- Why is proper "Etiquette" essential on the internet?
- What is the purpose of a Public Service Announcement?

**Instructional Outcomes:**
- Use appropriate technology vocabulary.
- Demonstrate effective input of text and data, using touch keyboarding with proper technique.
- Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
- Use network resources for storing and retrieving data.

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- Choose appropriate electronic graphic organizers to create, construct, or design a document.
- Demonstrate an understanding of how changes in technology impact the workplace and society.
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
- Demonstrate an understanding of Creative Commons attributes.
- Describe the nature of technology and the consequences of technology activity.
- Implement problem-solving strategies to solve a problem in school or the community.

**Suggested Learning Activities (may include but are not limited to):**
- Research past copyright issues in society
- Participate in debate/discussions about ethical issues when producing a piece of media TV
- Digital footprint activity
- Individual reports / group reports will be presented for class sharing and discussion
    - 1) How does copyright law affect the industry?
    - 2) Has development of the industry been helped/hindered by copyright?
    - 3) Considering the ease of distributing large volumes of media to the masses, how do you think copyright laws will be changed?

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable

**Suggested Differentiation:**

 Students will have opportunities to make choices concerning  both the process and the product. Choices can include:

- Group and individual projects
- Story content
- Types of equipment utilized
- Storyboard formats

Provide differentiated instruction through any and all of the following strategies:

- Provide a list of useful resources.
- Chunk information into smaller parts.
- Provide written notes and/or resources for the student to utilize.
- Video or written tutorials
- Provide graphic organizers.
- Allow extra time to complete assignments.

**Curriculum Development Resources:**

- **http://www.schrockguide.net/intellectual-property.html**
- http://www.polk-fl.net/staff/technology/itvteachers/TVProductionCurriculum.htm
- http://www.edutopia.org/blog/using-video-in-classroom-ron-peck

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- http://schoolvideonews.com/Resources/What-to-Teach
- http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- http://www.breitlinks.com/pdfslibmedia/videolessonplans.pdf
- http://files.eric.ed.gov/fulltext/EJ991810.pdf

**Notes/Comments:**

Website resources to use for media literacy:
- http://www.adcouncil.org/
- http://mediaeducationlab.com/middle-school-introduction
- http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-programs-96.html
- http://www.ncte.org/lessons/media-literacy
- http://medialiteracynow.org/resources/
- https://www.americanpressinstitute.org/youth-news-literacy/resources/news-literacy-curriculum/