








Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
<b>Social Media = 2 Semesters 1.0</b>						
<b>Creative</b>						
1&2 semester	<u>NA-VA.9-12.1</u> UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES	A. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks	Strand 1: C.1, C.4 , C.5 Strand 2: P2	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login, NGO nptech open media open platform open source open video OpenID paid search marketing permalink personal media platform podcast podsafe public domain public media remix RSS RT screencast search engine marketing SEO short code smart phone SMS social bookmarking social capital social enterprise social entrepreneurship social media social media optimization social networking




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
		B. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use	Strand 1: C.1, C.4, C.5	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login, api app astroturfing B Corp blog campaign cause marketing civic media cloud computing copyleft Creative Commons crowdsourcing CSR Digg digital inclusion digital story double bottom line Drupal ebooks embedding Facebook fair trade fair use feed flash mob Flickr geotagging Gov 2.0 GPL GPS hashtag hosting Internet newsroom lifecasting livestreaming mashup metadata microblogging moblog MySpace net neutrality news reader NGO




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
2nd semester		Advanced: C. Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium	Strand 2: P.1, P.2	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF, NGO nptech open media open platform open source open video OpenID paid search marketing permalink personal media platform podcast podsafe public domain public media remix RSS RT screencast search engine marketing SEO short code smart phone SMS social bookmarking social capital social enterprise social entrepreneurship social media social media optimization social networking




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
		Advanced: D. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation	Strand 1: C.2 Strand 3: R.1	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities		
					Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
1&2 semester	<u>NA-VA.9-12.2</u> USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS	A. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art	Strand 1: C.5 Strand 2: P. 1 Strand 3: R 4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		B. Students evaluate the effectiveness of artworks in terms of organizational structures and functions	Strand 1: C.3 Strand 2: P1 Strand 3: R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		C. Students create artworks that use organizational principles and functions to solve specific visual arts problems	Strand 1 C.3 Strand 2 P.1	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
2nd semester		Advanced: D. Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives	Strand 2: P.2, P.3 Strand: R.1, R.4	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,






Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
		Advanced: E. Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions	Strand 1: C.1, C.4 , C.5 Strand 2: P2	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF, social news social return on investment social tools splogs streaming media sustainability tag cloud tags technology steward terms of service triple bottom line troll tweet tweetup Twitter Twittiverse UGC unconference videoblog virtual world Web 2.0 web analytics Web conferencing webcasting webinar wi-fi widget wiki Wikipedia word-of-mouth marketing WordPress YouTube




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1&2 semester	<u>NA-VA.9-12.3</u> CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS	A. Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture	Strand 1: C.2 Strand 2: P.4 Strand 3: R.1, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project- Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		B. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life	Strand 1: C.2 Strand 3: R.1	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
2nd Qtr.		Advanced: C. Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others	Strand 1: C.5 Strand 2: P.2 Strand 3: R.1 R.2, R.3, R.4	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities		
					Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
		Advanced: D. Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others	Strand 1: C.3, C.5 Strand 2: P.2, P.3 Strand 3: R.4	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1&2 semester	<u>NA-VA.9-12.4</u> UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES	A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art	Strand 1: C.1,C.2, C.4, C.5 Strand 3: R.1, R.3, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project- Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places	Strand 1: C.1, C.2, C.4 , C.5 Strand 3: R.1, R.3, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
Month	<u>Content</u> Sub-Category or Strand	National Common Core Standards	Michigan Standards High School Content Expectations (HSCEs)	Essential Skills	Examples of Formative Assessments	Vocabulary
Example Sept/Jan		Code & Language	Code & Language			
		C. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making	Strand 1: C.1, C.2, C.4, C.5 Strand 3: R.1, R.3, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login






Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
2nd semester		Advanced: D. Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists	Strand 2: P.2, P.3 Strand 3: R.2, R.3, R.4	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
		Advanced: E. Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning	Strand 2: P.2 Strand 3: R.2	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
1&2 semester	<u>NA-VA.9-12.5</u> REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS	A. Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works	Strand 2: P.3, P.4 Strand R.1, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month	<u>Content</u> Sub-Category or Strand	National Common Core Standards	Michigan Standards High School Content Expectations (HSCEs)	Essential Skills	Examples of Formative Assessments	Vocabulary
Example Sept/Jan		Code & Language	Code & Language			
		B. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts	Strand 1: C.5 Strand 2: P.3 Strand 3: R.1, R.3, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
		C. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art	Strand 2: P.3 Strand 3: R.1, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
2nd semester		Advanced: D. Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions	Strand 2: P.2, P.3 Strand 3: R.1, R.4	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1&2 semester	<u>NA-VA.9-12.6</u> <b>MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES</b>	A. Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis	Strand 1: C.4 Strand 2: P.2, Strand: R.1, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
		B. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences	Strand 2: P.2, P.3 Strand 3: R.2, R.3, R.4	Foundation: Color Theory - Elements and Principles of Design - Critical thinking - Presenting individual purpose or point of view Vector-Based Drawing: Elements and Principles of Design - Critical thinking and creative problem solving - Analysis and research - Demographic connections and effectiveness - Illustrator - Advertising and marketing persuasion Marketing Strategy: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Podcasting:: Research and development - Elements & Principles of Design - Critical thinking - Presenting creative purpose - GarageBand and iTunes Software 3D Spacial Design: Research and development - Color Theory - Elements & Principles of Design - Critical thinking - Presenting creative purpose - 3D Spatial Design - inDesign, Illustrator, and Photoshop Software	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Vector, Pixel, Line, shape, space, value, color, texture, unity, harmony, balance, rhythm, contrast, dominance, gradation, emotion, esthetic, spatial, Illustrator, Photoshop, iMovie, Mac, scan, File, Hard Drive, Network, Copy, Move, Trace, Thumb Drive, Focal Point, Perspective, CMYK, RGB, Desktop, Intent, expression, Login






Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
2nd semester		Advanced: C. Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences	Strand 1: C.3 , C.5 Strand 2: P2, P.3 Strand 3: R.1, R.2	Real Work: Perform actual design work for clients Contest: Create works for competition Advertising: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Multimedia: Animation: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Web Page Design: Research and development - Color Theory • Elements & Principles of Design - Critical thinking - Presenting creative purpose - inDesign, Illustrator, and Photoshop Software Portfolio: Students create a portfolio with artist statements that demonstrate their accumulation of knowledge and abilities	Critique, Presentation, Short Answer, Project-Based, Informal Reviews, Quiz	Client, Deadline, Color Wheel, Primary Secondary, Tertiary, Complimentary, Analogous, Shade, Highlight, inDesign, Layout, Web, GIF, JPG, TIFF, EPS, PDF,




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <u>Sub-Category</u> or <b>Strand</b>	<b>National Common Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs)</b>  <b>Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
<b>ENGLISH GRAMMAR</b>						

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
1,2,3,4	Grammar	4.1 Effective English Language Use 4.1.1 – effective use of sentence structure 4.1.3 – knowledge of situational and cultural norms 4.1.4 – precise use of language 4.2.2 – consequences of language use 4.2.4 – implications of language		Sentence Structure Structure and parallelism Fragments, fused, and run-on sentences Transitions, connectives, and associated punctuation Grammar and Usage Subject-verb agreement Verb forms and voice Principal parts of verbs Pronouns Prepositions Modifiers Negatives Punctuation Comma use Semicolon and colon use Hyphen, dash, and parenthesis use Apostrophe use Quotation marks Strategy Topic development in terms of audience, purpose, and focus Central idea or main topic Shifts in ideas denoting new paragraph Adding, revising, or deleting supporting material Style and Word Choice (16%) Appropriate words and phrases to convey/match style, tone, and voice Consistent style and tone Wordiness, redundancy, and ambiguous pronoun references Figurative language Vocabulary Organization Decisions about order, coherence, and unity Effective opening, transitional, and closing sentences Logical connections between ideas, sentences, and paragraphs  Page 27 of 35	Student writing for publication. Editing/revising Final Product	

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
Month	<u>Content</u> Sub-Category or Strand	National Common Core Standards	Michigan Standards High School Content Expectations (HSCEs)	Essential Skills	Examples of Formative Assessments	Vocabulary
Example Sept/Jan		Code & Language	Code & Language			
<b>ENGLISH ASSIGNMENTS</b>						
1,2,3,4	Writing a Profile	1.3 Audience and Purpose 1.3.1 – variety of genre 1.3.3 – varied sentences 1.3.5 – audience expectations 1.3.6 – purpose, audience, context 1.5.2 – effective oral presentation 1.5.3 – purpose and audience 3.1.1 – interpret literary devices 3.1.2 – character development 3.1.3 – plot development 3.1.4 – author study		Students read and analyze published editorials for the following: thesis, evidence, explanation, and examples opposing viewpoint construction of an editorial (from less powerful to most power argument) solution and call to action Research Revising/Editing	Student writing for publication. Editing/revising Final Product	Timeliness Proximity Prominence Consequences Human Interest Conflict Primary Source Lead Inverted Pyramid Bias Profile Quotes: direct, paraphrasing, partial

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
1,2,3,4	Writing an Editorial	1.4 Inquiry and Research 1.4.1 – identify topic/question 1.4.2 – organize resource data 1.4.3 – develop/analyze thesis 1.4.4 – draw conclusions and implications from sources 1.4.5 – organizational structure 1.4.6 – textual citations 1.4.7 – research presentation		Students read and analyze published editorials for the following: thesis, evidence, explanation, and examples opposing viewpoint construction of an editorial (from less powerful to most power argument) solution and call to action Research Revising/Editing	Student writing for publication. Editing/revising Final Product	Editorial




Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
1,2,3,4	Feature Story Person, group. Event	2.1 Critical Reading Strategies 2.1.1 – pre-reading strategies 2.1.2 – relationships among purpose, organization, format, meaning 2.1.3 – word meaning from text 2.1.4 – elements support meaning 2.1.5 – evaluate organizational patterns 2.1.6 – characteristics of informational text 2.1.7 – critical response to text 2.2.1 – literary/persuasive elements 2.2.2 – connect personal knowledge experiences 2.2.3 – interpret instructions 2.3.7 – active participation		Students read and analyze feature stories for the following: characterization, setting and plot nature of the event use of meaningful quotes descriptive writing Reading Research Revising Editing Interviewing	Student writing for publication. Editing/revising Final Product	

Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content Sub-Category or Strand</b>	<b>National Common Core Standards Code &amp; Language</b>	<b>Michigan Standards High School Content Expectations (HSCEs) Code &amp; Language</b>	<b>Essential Skills</b>	<b>Examples of Formative Assessments</b>	<b>Vocabulary</b>
						
1,2,3,4	News Story	2.1 Critical Reading Strategies 2.1.1 – pre-reading strategies 2.1.2 – relationships among purpose, organization, format, meaning 2.1.3 – word meaning from text 2.1.4 – elements support meaning 2.1.5 – evaluate organizational patterns 2.1.6 – characteristics of informational text 2.1.7 – critical response to text		Students will read and analyze news stories for the following: 5Ws and How Newsworthiness Timeliness Reading Research Interviewing Editing/Revising	Student writing for publication. Editing/revising Final Product	Timeliness Proximity Prominence Consequences Human Interest Conflict Primary Source Lead Inverted Pyramid Bias




Scope Sequence  
High School Created 6/2012




<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
1,2,3,4	In-Depth Story	1.4 Inquiry and Research 1.4.1 – identify topic/question 1.4.2 – organize resource data 1.4.3 – develop/analyze thesis 1.4.4 – draw conclusions and implications from sources 1.4.5 – organizational structure 1.4.6 – textual citations 1.4.7 – research presentation		Students will read and analyze in-depth news and feature stories. Reading Research Interviewing Editing/Revising	Student writing for publication. Editing/revising Final Product	Timeliness Proximity Prominence Consequences Human Interest Conflict Primary Source Imbedded Lead Inverted Pyramid Bias
1,2,3,4	Writing Headlines			Students will read and analyze headlines of news and feature stories Word choice: alliteration, assonance, action verbs, punctuation	Student writing for publication. Editing/revising Final Product	Alliteration Assonance Action vs. passive verbs
1,2,3,4	Writing Reviews (Books, movies, music, restaurant)	3.1.6 – critique, literary review 3.4.1 – evaluate pop culture works 3.4.2 – popular culture purpose 3.4.3 – media use 3.4.4 – recognize media bias 3.1.5 – cross-text analysis		Students will read and analyze reviews for content and organizational patterns. They will view it through the lens of pop culture.	Student writing for publication. Editing/revising Final Product	Review Pop culture!



Scope Sequence  
High School Created 6/2012

<b>Social Media</b>						
Month  Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1,2	Professional Portfolio and Reflection	1.2 Personal Growth 1.2.1 – discover complex ideas 1.2.2 – insight/self- awareness 1.2.3 – personal expression		Students present a portfolio of all written work and design.	Student writing for publication. Editing/revising Final Product	Portfolio
<b>Production</b>						
1	Idea, Describe, Plan, Video, Edit, & Review	I.C.1 Apply knowledge of lighting requirements for a planned production. I.C.3 Demonstrate operation and maintenance of video systems.  I.D.1 Identify the basic functions and resources for editing.		Demonstrate lighting techniques used for portable and studio productions.  Describe Mini DV, non-linear memory devices, and HDTV.  Demonstrate operation of video cameras and switchers. Define editing related to audio and video productions.  Describe differences between offline & online edition related to low- & high-resolution input, respectively.	Online Learning <a href="http://www.cybercollege.com">www.cybercollege.com</a> Modules 10-58. Formative Assessment Test  School District Announcements Project - Authentic Assessment	Editing, Video Software, Video Formats, Quicktime, Pan, Zoom, Tilt, Birds-Eye

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
		I.D.2 Apply knowledge of basic editing to both linear and nonlinear systems.  I.C.4 Demonstrate camera operations, video signals, and video formats.		Demonstrate skills required for editing using these systems.  Describe linear and nonlinear systems.  Describe how to frame and maintain picture composition.  Demonstrate focusing and adjusting images, and performing pans and zooms.  Interpret video signals and production formats.  Define terms associated with computer-based production, including notion video: AVI, QuickTime and MPEG; and stills: JPEG and TIFF.  Demonstrate how to use software for developing a simple video.  Demonstrate using software to edit a video.	Back to Basics Media Project - Authentic Assessment	

<b>Social Media</b>						
<b>Month</b>  Example Sept/Jan	<b>Content</b> <b>Sub-Category</b> or <b>Strand</b>	<b>National Common</b> <b>Core Standards</b>  <b>Code &amp; Language</b>	<b>Michigan</b> <b>Standards</b> <b>High School</b> <b>Content</b> <b>Expectations</b> <b>(HSCEs)</b>  <b>Code &amp;</b> <b>Language</b>	<b>Essential Skills</b>	<b>Examples of</b> <b>Formative</b> <b>Assessments</b>	<b>Vocabulary</b>
						
2	Understanding the roles of Media News in Society and who sets the standards	I.A.4 Comprehend value of a broad general knowledge of fine arts & cultural and regional diversity.		<p>Identify various types of audio and visual approaches that convey information or create emotional impact.</p> <p>Explain how knowledge is useful in dealing with projects covering a broad spectrum of events, regions, or cultures while research may not be possible.</p>	<p>Online Learning <a href="http://www.cybercollege.com">www.cybercollege.com</a> Modules 66-67. Formative Assessment Test</p> <p>"What Would You Do?" Case Study Exercise Student Lead Class Discussion</p> <p>Broadcast School Announcements Project Authentic Assessment</p>	Legal, Ethics, Copyright