

## **TECHNOLOGY-9**

### **SELECTIVE UNIT 1 (S01)**

(Digital Media Literacy – Communication)  
(July 2017)

**Unit Statement:** The student will learn about the properties of media literacy in an online context. They will explore uniquely digital forms of communication and analyze the qualities that make them unique, as well as understanding their purposes and history. The student will learn about emoji, memes, photo caption services, interactive ads, and intelligent advertising. They will begin to explore the concept of the user as the content creator.

**Essential Outcomes:** (must be assessed for mastery)

1. The Student Will explore the difference between physical and digital media.
2. TSW relate to the topics in this unit from the perspective of a content creator.
3. TSW examine the uses of and purpose for emoji, emoticons, and that category of imagery.
4. TSW identify the history of memes and their importance in quickly communicating complex ideas.
5. TSW assess the positive and negative aspects of captioned images as a form of communication.
6. TSW explore how advertisements can be made interactive in digital media.
7. TSW understand how targeted advertising functions in an online environment.

**Introduced and Practiced Outcomes:**

1. The Student Will select and use applications effectively and productively.
2. TSW advocate and practice safe, legal, and responsible use of information and technology.
3. TSW exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
4. TSW identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services.
5. TSW apply existing knowledge to generate new ideas, products, or processes.

**Suggested Materials & Software:**

[Snapchat](#) - Photo taking/captioning software.

[Photoshop](#) - Image manipulation software.

**Suggested Websites:**

[Destiny Webpath Express](#) (found on QSI schools Library site)

Use this search engine to find age-appropriate websites that align with this unit.

[The History of Emoticons](#)

[Smile! A History of Emoticons](#)

[The History of Internet Memes](#) (Warning - Some mature content.)

[What are internet memes and where did they come from?](#)

[Targeted Ads Don't Just Make You More Likely to Buy — They Can Change How You Think About Yourself](#)

[How do advertisers show me custom ads?](#)

[Meme Generator](#)

**Suggested Activities, Assessment Tools, & Strategies:**

This section contains advice for teaching and assessing the different TSW's found in this unit. These methods are not mandatory, but are recommendations for teachers in need of assistance in teaching or assessing this unit.

(TSW 1) Students can compare and contrast how an ad is represented in print media versus how it is represented online.

(TSW 2) Students can attempt to create content relevant to a class subject, the school culture, or to a classmate, and analyze its purpose, effectiveness, and relevance.

(TSW 3) Students can pick an emoji and research its origins, purpose, and use, and create an infographic poster.

(TSW 4) Students can select a popular meme and create a similar/parallel meme that relates to a class subject, the school culture, or to a classmate.

(TSW 5) Identify a noteworthy event that involved the use of captioned images, either to support a positive event or movement, or one that produced negative consequences either for the sender or receiver.

(TSW 6) Locate an example of interactive media and describe how it works, and how it might be made more effective.

(TSW 7) The student can use a diary to track their own internet habits and monitor the ads that are presented to them at websites they visit. Is there a pattern? Why, or why not?

*ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....*

**Assessment Rubric – S01 – Digital Media Literacy - Communications**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

To receive a 'B' the student must show 'B' level mastery on ALL Essential Outcomes. (TSW's)

To receive an 'A', the student must show 'A' level mastery on 4 of 7 available and 'B' level mastery on all remaining TSW's.

<b>TSW</b>	<b>'A' Level Mastery</b>	<b>'B' Level Mastery</b>	<b>'P' Comments</b>
1. The Student Will explore the difference between physical and digital media.	The student can identify emerging forms of digital media and compare them with physical media.	The student can describe the differences, similarities, and limitations of digital and physical media.	
2. TSW relate to the topics in this unit from the perspective of a content creator.	The student can produce and differentiate between different types of content described within this unit.	The student can produce content described within this unit.	
3. TSW examine the uses of and purpose for emoji, emoticons, and that category of imagery.	The student can create a unique emoji, emoticon, or similar visual artifact.	The student can understand the uses and purposes of emoji, emoticons, and their like.	
4. TSW identify the history of memes and their importance in quickly communicating complex ideas.	The student can use what they know about memes to create their own meme.	The student can identify what a meme is, and can identify popular memes.	
5. TSW assess the positive and negative aspects of captioned images as a form of communication.	The student can compare the positive and negative aspects of captioned images with other kinds of image based communication.	The student can accurately describe the positive and negative aspects of captioned images.	
6. TSW explore how advertisements can be made interactive in digital media.	The student can create an interactive advertisement.	The student can compare interactive advertisements with traditional ads.	
7. TSW understand how targeted advertising functions in an online environment.	The student can create a targeted advertisement for someone they know.	The student can evaluate how their online presence can be analyzed and targeted by advertisements.	