ENGLISH LANGUAGE ARTS

Mass Media

Unit 1 - Mass Theory
September-January
Course Philosophy

Mass Media is the study and analysis of Media types and elements across multiple platforms. The course is an in depth look at the history of mass media as well today’s mass media landscape, focusing in its purpose, forms and impact on society. Students understand and analyze media as both a social institution as well as a vehicle for mass communications in the function of informing, advocating and entertaining. Beyond its landscape, students will have an understanding of various media forms, content and how today’s media engages audiences as well as such issues as “who owns the media” and “media ethics”, including libel, slander and censorship. Students will analyze media ownership and the media’s role in our democracy. Students will understand the concept of “Media Company” and its impact on shaping culture and ideas --- and its impact on an economic scale. Students will review/analyze multiple media platforms/mediums for delivering content (and review the type of content that’s delivered). Students will understand, and analyze the process of audience engagement (target audience) for different mediums and strategies used to engage the target audience (demographics, psychographics, marketing, & its various executions). Students will also learn methods of persuasion and write their own editorial blogs via Google groups. They will also understand the media cycle (how companies use ad agencies to market their brands) across media platforms (including broadcast, print and web). Finally, students will truly understand how the media is a new social institution and how it impacts lives and society as a whole, as this class will combine elements of sociology, psychology and philosophy in evaluating media as a whole. In addition, students will learn both Photoshop and InDesign, industry standard page photo and layout programs which integrate seamlessly with other Adobe Creative Suite programs. With Photoshop, students will explore a wide range of selection and manipulation techniques, retouching tools applied to photos, graphics, and videos. Design concepts also are explored in this class. InDesign will allow students to apply creative freedom and productivity to page layout and production. The teachers are trained and will instruct students using the production model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
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<tr>
<td><strong>Unit 1</strong></td>
<td>Mass Theory</td>
<td>CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12</td>
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Unit 1 - 14 Weeks in duration  
Unit 2 – 14 Weeks in duration  
Unit 3 – 7 Weeks in duration
<table>
<thead>
<tr>
<th>Methods of Instruction</th>
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<tbody>
<tr>
<td>• Teacher coaching</td>
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<tr>
<td>• Individual and collaborative problem-solving &amp; decision-making</td>
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<tr>
<td>• Individual instruction</td>
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<td>• Small group instruction</td>
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<td>• Peer review</td>
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<td>• Guest speakers</td>
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<td>• Writing to learn</td>
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<td>• Independent practice</td>
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<td>• Practice in critical reading</td>
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<tr>
<td>• Making thinking visible</td>
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<tr>
<td>• Critical analysis</td>
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<tr>
<td>• Note-taking</td>
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<tr>
<td>• Establishing metacognitive reflection and articulation as a regular pattern in learning</td>
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<tr>
<td>• Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
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EDUCATIONAL TECHNOLOGY STANDARDS


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<table>
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<tr>
<th>Career Ready Practices</th>
<th>Standards</th>
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<td></td>
<td>CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12</td>
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</table>

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

➢ **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

➢ **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Modified handouts with larger fonts, additional graphics</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Extra response time</td>
<td>- Short manageable tasks</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Have students verbalize steps</td>
<td>- Brief and concrete directions</td>
<td>- Visual and verbal reminders</td>
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<tr>
<td>- Communication system between home and school</td>
<td>- Repeat, clarify, or reword directions</td>
<td>- Provide immediate feedback</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Mini-breaks between tasks</td>
<td>- Small group instruction</td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td>- Provide a warning for transitions</td>
<td>- Emphasize multi-sensory learning</td>
<td>- Individual daily planner</td>
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<tr>
<td>- Computer/whiteboard</td>
<td></td>
<td><strong>Behavior/Attention</strong></td>
<td>- Display a written agenda</td>
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<tr>
<td>- Tape recorder</td>
<td><strong>Tests/Quizzes/Grading</strong></td>
<td></td>
<td>- Note-taking assistance</td>
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<tr>
<td>- Spell-checker</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>Color code materials</td>
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<tr>
<td>- Audio-taped books</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
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<td></td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
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<td></td>
<td>- Read directions aloud</td>
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</tbody>
</table>

**Recall**

- Teacher-made checklist
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
**Interdisciplinary Connections**

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

- Visual Art: Students will generate short stories, graphic novels in collaboration with the art students for the use of contests, exhibitions and shows.
- School Environment: Students will create monologues, scripts, plays and district short films that raise awareness against bullying.
- Drama: Students will create monologues and scripts to be used for plays, films, and contests.
**Enrichment**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
<th>Open-ended activities and projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Form and build on learning communities</td>
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<tr>
<td>• Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
</tr>
<tr>
<td>• The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<tr>
<td>• Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
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<tr>
<td>• Produce products that express insight, creativity, and excellence.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
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<tr>
<td>• Possess exceptional leadership skills.</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<tr>
<td>• Evaluate vocabulary</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
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<tr>
<td>• Elevate Text Complexity</td>
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<tr>
<td>• Inquiry based assignments and projects</td>
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<tr>
<td>• Independent student options</td>
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<tr>
<td>• Tiered/Multi-level activities</td>
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<td>• Purposeful Learning Center</td>
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Methods of Assessment

**Suggested Formative/Summative Classroom Assessments**
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Presentations (incorporating Web 2.0 tools)
- Homework
- Student Conferencing
- Proper tool and material use, which includes rubrics

**Portfolio Assessment (included materials):**
- Short Stories
- Journals
- Articles
- Multiple Media Writing Application Assignments
- Scenes and Monologues
- Presentations on Media
- Completed departmental assignments
- Rubrics and student reflections
Essential Focus Questions

- What is Mass Media?
- What’s the purpose of Mass Media?
- How does the media impact society and individuals?
- What are the different types of media and media trends?
- What are today’s media forms?
- What is media convergence?
- What are media writing platforms?

Outcomes

- Develop abilities to analyze and write about media trends.
- Know the different media forms and their writing applications
- Develop knowledge of writing for specific media platforms
- Recognize the purpose of media and its impact on society
- Learn the essential media terms
- Understand and apply the concept of media convergence
- Formulate different media writing strategies
- Draw from experiences to create a media timeline to show media habits.
### Student Learning Objectives

**CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12:**

Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.

Explain how different types of media are used in daily life for a variety of settings working in collaboration.

### Skills, Strategies & Concepts

- Students will learn and understand the function and types of media

  Types of Media  
  - Print media (books, magazines, newspapers)  
  - Television  
  - Movies  
  - Video games  
  - Music  
  - Cell phones  
  - Software  
  - Internet

- Students will identify different media purposes and forums.

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### Student Learning Objectives

**CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12:**

Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.

Explain how technology has strengthened the role of media in the global society.

### Skills, Strategies & Concepts

- Students differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.
- Analyze the messages in the media by looking critically at the content.
**CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12 :**
Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.

- Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.

- Students will identify modern day media trends and create and present a media timeline for group analysis.

**Student Learning Objectives**

<table>
<thead>
<tr>
<th><strong>CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12 :</strong></th>
<th><strong>Skills, Strategies &amp; Concepts</strong></th>
</tr>
</thead>
</table>
| Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity. | - Students will determine the meaning of media terms and applications  
- Students will understand and identify different media writing platforms |

| **Media Terms and Applications** | **Access**  
|-------------------------------|-------------------|
| **Agenda-setting** | **Analog**  
| **Audience** | **Branding**  
| **Censorship** | **Connote**  
| **Construction** | **Convergence**  
| **Critical Autonomy** | **Deconstruction**  
<p>| <strong>Docudrama</strong> |                                                                 |</p>
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<td><strong>CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12:</strong> Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.</td>
<td>➢ Explain how technology has strengthened the role of media in the global society.</td>
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<tr>
<td>Explain how technology has connected people around the world.</td>
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<tr>
<td><strong>CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12:</strong> Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.</td>
<td>➢ Students will analyze the role social media plays in global communications.</td>
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<tr>
<td>Distinguish how digital media is used in society for varying purposes in innovated ways.</td>
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<tr>
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<td>Skills, Strategies &amp; Concepts</td>
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</table>
| **CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12** : Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity. | ➢ Students will apply different strategies to comprehend media trends.  
➤ Students will analyze the author’s choice of point of view. |
| Examine different approaches used to comprehend media messages and trends. | |

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| **CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12** : Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity. | ➢ Students differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.  
➤ Explain how technology has strengthened the role of digital media in the global society. |
<p>| Analyze the difference between explicit and implicit media messages. | |</p>
<table>
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<th><strong>CRP2, CRP4 CRP6, CRP7 CRP8, CRP11, CRP12:</strong></th>
<th>Students will identify modern day media use such as blogs and twitter to share information.</th>
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<tr>
<td>Digital media are 21st-century tools used for local and global communication and appropriate use while using innovation and creativity.</td>
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<tr>
<td>Distinguish how digital media such as blogs and twitter has changed communication.</td>
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RESOURCES FOR UNIT # 1

Below resources and text are used in listed order below.

Resources:
Videos—You Tube short “Look Up” (Available on YouTube) (Use with Convergence PowerPoint, #4)
Ads of the world: www.adsoftheworld.com (Website for students to search and review ads)

Texts/Presentations: (In order of the unit)
1. What is Mass Media PowerPoint/Brand Logo Presentation (11 pages)
2. Media Basics Hand-out (31 pages)
3. History of Mass Communication PowerPoint (31 pages)
4. Media Convergence PowerPoint (28 pages)
5. The Future of Media PowerPoint (115 pages)
6. Media Systems Handout
7. Notion of Media
8. History Magazine Assignment Handout
For the lesson, students need to identify their own media habits over a course of 24 hours and record and present their findings:

1. Record Time of media engagement
2. Record time of media
3. Record content
4. Create timeline to find media habits

**Create a Media Timeline**

**Materials Needed:** Media forms handouts and purposes. Poster board, markers, crayons and rulers.

**Activity:**
This lesson demonstrates the role and impact media plays on individual lives and identifies individual media habits and trends across all media platforms.

Begin by reviewing multiple media forms with students as well as the concept of media convergence and hyper-connectivity. Students will then log their media habits based on time, media form and content over a 24-hour period. Students will then create a graphic media timeline illustrating their frequency, type of media and type of content. Students will then present their data to the class and determine their media trends through class discussion and analysis.

After discussing student’s timelines and trends, students will write a detailed analysis gauging the overall classes media habits, and draw comparisons with peers and society.

**Assessments:** Students will present their timelines that they have created.
SAMPLE ACTIVITIES/LESSON STARTERS

Create an App


Activity:
The assignment will demonstrate the function of today’s apps (via Google Play or Apple App Store) and its purpose and role in customers engagement and usage as well as its impact.

Begin by reviewing multiple media forms and today’s app. Review content management systems that offer apps, including Google Play and ITunes.

Part 1: Analyze a Current App: Students will research multiple apps, and then present one in particular to the class. Presentation will cover: the function of the app, purpose and usage, target customers and background information on the company who created the app. Students should include their own reviews of the app and the current success of the app (i.e.: amount of downloads, revenue for company).

Part 2: Create Your Own App: Students will then brainstorm and create their own app for a formal presentation. Presentation will include poster-boards of how the app works (or students have the option to design their schematics in PowerPoint of InDesign). Students will also provide a three page business plan that:
- Introduces the app, including it’s function, purpose and use
- Offer why it will be successful, engaging, and/or meaningful? Include target audience
- How the app functions, stage by stage
- How app will evolve (phase 2 plans, a sequel?)

Assessments: Students will present their app to the class in a professional manner. After the presentation, the presenter will field questions from the audience/students and will engage in an analytical discussion about the presentation, based on previous learning about the apps.
**Term paper**

The Media Industry covers a broad spectrum of communication devices that have evolved throughout the years in communicating connect to people privately and publicly. Media forms/technologies include newspapers, magazines, television, film, radio, and the web, content management systems like Netflix, iTunes, and Google Play as well as smartphones. For an end of term assignment, students are to write a 5-page research paper of a media technology. It can be something old (The Printing Press) or new (Facebook). Students need to provide five resources for their research and use MLA citation guidelines. See link: https://owl.english.purdue.edu/owl/resource/747/01/