ENGLISH LANGUAGE ARTS

Mass Media

Unit 3 – Advertising
May-June
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.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Mass Media</td>
<td>NJCCCS: 9.1.4.E.1, 9.1.8.E.1, 9.1.4.E.3</td>
<td>Unit 1 - 14 Weeks in duration</td>
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<td>Unit 2 - 14 Weeks in duration</td>
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<td>Unit 3 - 7 Weeks in duration</td>
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Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Computer Design Modeling

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
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.
### Career Ready Practices

<table>
<thead>
<tr>
<th>Career Ready Practices Standards</th>
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<tbody>
<tr>
<td>CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, 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
Career Ready Practices

the nature of their work as it relates to the impact on the social condition, the environment and the 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
Career Ready Practices

introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed 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>
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</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

<table>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
Methods of Assessment

Participation:

- Brainstorming sessions
- Critiques
- Verification
- Attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough layouts
- advertising documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
Essential Focus Questions

- What is visual design? What are the basic principles of photography?
- How do you apply the basic Adobe Suite of Design Softwares to produce print designs?
- What is the role of print media and its impact on society?
- How does the eye perceive visual content?
  - How can layout choices impact content?

Outcome

- Students develop a deeper understanding of design and photography by creating layouts for newspaper, magazine and out of home.
- Type stories using publishing software and embed photos and illustrations in text to enhance the design of the page.
- Use various graphic elements (typography, photographs, white space, copy, and elements of art) to enhance the readability and attractiveness of the layout.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>CCSS:</strong></td>
<td>➢ Students will understand layout and design principles for newspapers.</td>
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<tr>
<td>RL.11-12.7</td>
<td>➢ Students will analyze different media sources to identify examples and characteristics of solid reporting.</td>
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<tr>
<td>W.11-12.2</td>
<td>➢ Students will apply note-taking techniques to their work.</td>
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<tr>
<td>LS.11-12.5,6</td>
<td>➢ Students will investigate and apply basic news writing techniques.</td>
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<tr>
<td>CPI 9.4.12.C.(2).1-2</td>
<td>➢ Students will demonstrate editing and proofreading skills.</td>
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<td>Students will write and revise multiple drafts of all writing.</td>
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<tr>
<td>Students will incorporate verifiable research and accurate reporting into all writing.</td>
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<td><strong>CCSS:</strong></td>
<td>➢ Students will learn the following design terms:</td>
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<tr>
<td>RI.9.3</td>
<td>Leading Lines</td>
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<td></td>
<td>Freestyle Design</td>
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<td>Photography</td>
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<td>Typography</td>
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</table>
Learn essential terminology applicable to the journalism field.

- Coverage
- External
- Title Page
- Margins
- Table of Contents
- Quotation
- Index
- Ethics
- Deadline
- Interview
- Caption

**Student Learning Objectives**

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<tr>
<td>L.11-12.6</td>
<td>➢ Students will learn and apply relate the following terms to their daily work:</td>
</tr>
<tr>
<td>CPI 9.4.12.C.(2).1</td>
<td>Coverage External</td>
</tr>
<tr>
<td>CPI 9.4.12.C.(2).2</td>
<td>Title Page Margins</td>
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<tr>
<td></td>
<td>Table of Contents Quotation</td>
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<td>Index Ethics</td>
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<td>Deadline Interview</td>
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<td></td>
<td>Caption</td>
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- Develop a headlines and captions. Discriminate between effective and ineffective captions.

**Skills, Strategies & Concepts**

- Students will understand that captions should include names, stories, dates, places, significance (5W’s/H).
- Students will create captions for photos (newspaper people like to call them cut lines).
- Students will edit captions.
- Students will develop compelling headlines that:
  - Grab attention.
  - Target a particular audience.
  - Are specific.
  - Generate a curiosity.
  - Promote powerful benefits.
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| **CCSS:**  
CPI 9.4.12.C.(2).1  
CPI 9.4.12.C.(2).6 | ➢ Students will apply the principles, processes, and products associated with arts and communication media to their work.  
➢ Students will synthesize how different media (e.g., documentaries, current affairs programs, web pages) are structured to present a particular subject or point of view. |

<table>
<thead>
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</table>
| **CCSS:**  
CPI 9.4.12.C.(2).7 | ➢ Students will apply layout terminology including basic design and photography principles.  
➢ Students will utilize desktop publishing to produce a publication featuring their own work and apply basic photography skills.  
➢ Students will demonstrate the ability to perform basic Photoshop techniques.  
➢ Students will understand production elements that contribute to the effectiveness of a specific medium. For example:  
  • Black-and-white footage implies documented truth  
  • Set design suggests aspects of a character’s socio-cultural context  
  • Caption writing formula  
  • Lead-in/mini headline  
  • Description of the action in present tense  
  • Background information in the past tense |
RESOURCES FOR UNIT # 3

Below resources and text are used in listed order below.

The Career and Technical Education Partnership of New Jersey (CTEP) http://careertechpartners.org/

Media Smarts http://mediasmarts.ca/

The American Press Institute http://www.americanpressinstitute.org/

School Journalism http://www.schooljournalism.org/

Newspapers in Education http://www.nieworld.com/

Ads of the world: www.adsoftheworld.com (Website for students to search and review ads)


Communication Arts: http://www.commarts.com/
Essential Question: What are the principles of print Advertising to create an effective ad campaign for a brand.

Students will learn how to:
- Create a brand identity
- How to create a positioning statement
- How to create a brand campaign and the components of an effective ad.

Materials: Camera, iPhoto, InDesign and Photoshop.

Activity 1: Understanding Brand Identity
- Students will research effective print ads on adsoftheworld.com. Teacher will go over the components of an effective ad (image, headline, tagline, design, copy).
- Teacher will then go over the concept of brand identity (the personality of the product) and how to create a positioning statement (the space in the consumers mind that the marketer would like to “own” for their product).
- Students will then go back to adsoftheworld.com and analyze an ad campaign, identifying its brand image (three adjectives that describes the product or service) and the positioning (what they want consumers to think when they use their product).

Activity 2: Process of Creating an Ad Campaign
- Students will research products and brands and create their own Brand Identity buzz words (three adjectives that communicates the brand image of the product).
- Once students have created a Brand Identity (three words), students will then write a positioning statement that markets their product.
- From the positioning statement, students will then create a tagline for the product.
- Finally students will create a MOOD BOARD in InDesign that communicates the Brand Identity & positioning statement, through images.

Activity 3: Create a Print Campaign
- Students will then execute a print campaign (three ads with images, headlines and one tagline) that communicates the brand Identity of their product. Students will use design software Photoshop and InDesign to execute their ads.

Assessments:
- For all of the activities above, students will present their work to the class, analyzing each critical component of the ad-making process.