

Unit 01: Mass Communication, Culture and Media Literacy

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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|-------------|---|
| 9.3.12.AR | Arts, A/V Technology & Communications |
| 9.3.12.AR.1 | Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. |
| 9.3.12.AR.2 | Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. |
| 9.3.12.AR.3 | Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |
| 9.3.12.AR.4 | Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. |
| 9.3.12.AR.5 | Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. |
| 9.3.12.AR.6 | Evaluate technological advancements and tools that are essential to occupations within |

Integration of Career Readiness, Life Literacies and Key Skills

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|----------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

What are some examples of media cultures?

What does it mean to be a media consumer?

What are the components needed for mass communication.

What types of noise interfere with successful communication?

What are current examples of how media professionals are agenda setting?

What role does communication and the media play in the development of our technological society?

Are the critics justified in their complaints about the effect of media on cultural development?

What are the difference between television genres and television conventions?

Enduring Understanding/Indicators of Understanding

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Communication occurs in three media cultures and how they play a role in communications.

The Communications System Model is used to evaluate effective communication.

Communications noise plays a role in the misunderstanding of all types of communications.

That media professionals disseminate the information received by the broadcasting audience.

Mass media appeals to different cultures and a specialized audience.

There are critical complaints about the effectiveness of media on culture.

Principal elements and skills of being media literate.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge
Students will know...

Communication Cultures

Communication Models

Communication Noises

Communication Criticisms

Elements of Media Literacy

Skills

Skills

Student will be skilled at ...

Provide examples of communication cultures

Use communication models as a basis for daily communication

Identify noises that interfere with their ability to communicate

Provide examples that support criticisms of communication

Apply media literacy skills when evaluating media

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Formative Assessment Strategies

Formative Assessment Strategies

Critical Thinking Essay: Class work

Reflecting on the events of September 11, 2001, how are we as Americans undergoing a reassessment of our culture (what changes were made to they way we live)? Where did your knowledge of that fateful day come from and does it provide a better understanding of American culture and the world around us?

[MassCommCh1Tst.doc](#)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Read, discuss and outline chapter

Use technology and group communication to identify communication models and noises by sending and sharing messages

Build a “Lego” bridge with specific guidelines to teach communication abilities across communication cultures

View examples of television genres and conventions

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.