

Unit 02: The Evolving Mass Communication Process

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 demonstrate independence.

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.

Integration of Career Readiness, Life Literacies and Key Skills

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 New Section

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

Why are audiences for television, movies, broadcast radio and newspapers on such a decline in the 21st century. Can it be blamed on media consumption? Why or why not?

Would you consider that ownership and conglomeration of media companies, along with their dependence on foreign technology and use of global media outlets, cause a threat to US democracy? US manufacturing and economy?

Is product placement and branded content annoying and overbearing in television, recorded music and movies? Should writers be compensated for including brand names in script and lyrics?

Enduring Understanding/Indicators of Understanding

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Mass Communications is a billion dollar business

Media Industries are international corporations

Synergy is a crucial component to media industry growth

Developing media literacy skills based on the content producer

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

What is a platform?

What is media consumption?

What is media convergence?

What is media multitasking?

What is conglomeration?

What is globalization?

What is hypercommercialism?

What is audience fragmentation?

What are product placement and branded content?

Skills

Skills

Student will be skilled at ...

Identifying ways content providers deliver messages.

Identifying trends in consumer media usage

Identifying changes in tradition and 21st century media concepts

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Web sites with current largest media companies

See attached sites

[Media Conglomerates, Mergers and Concentration of Ownerships](#)
[Top Five Media Corporations](#)

Formative Assessment Strategies

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1. What determines which media offerings of mass communication will be selected by an individual for a particular purpose? It is based on a formula called fraction of selection. Using the formula, discuss in an essay what you would choose to find out information about a presidential candidate, to watch a movie released in 2001, or two listen to current popular music. Make sure you explain each part of the formula and include why you made these choices. Be very specific with you examples.

2. Media industries and media consumers face a number of challenges that goes beyond the impact of new technology. Convergence is altering how we choose to use our media. Traditional media is disappearing and new technology allows us the luxury of media convergence. Write an essay that compares the media of

television, radio and movies in the traditional sense, to that of the 21st century. Be very specific with your examples and don't forget to explain the traditional media with an examples then compare it to the 21st century.

3. Critics of concentration of ownerships and media conglomerations argue that they are a threat to our American democracy. If you agree with them, then explain how the success of media oligopolies, the use of foreign technology and the use of a global media markets may threaten democracy. Be very specific with your examples.

4. Discuss the hypercommercialism of the fast food industries across three types of media. Be sure to explain specific examples and include the demographics and niche marketing used by these companies.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Comparing concentration of ownership by viewing the five largest media companies

Evaluating personal usage of convergence and addressable media

Observation of product placement within popular television programs and movies

See attached worksheet

[IntroMassCommCh2WS.docx](#)

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.