

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
CONTENT: ENGLISH DEPARTMENT
MASS MEDIA & SOCIETY

Mass Media & Society Curriculum Guide

Pacing Guide: Mass Media and Society is a full year elective that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

- History, laws, and regulations of print media: newspapers and magazines (2-3 weeks-assessment)
- Ethics of print media: newspapers and magazines (2-3 weeks-assessment)
- Analyzing and writing for print media: newspapers and magazines (3-4 weeks-assessment)
- History, laws, and regulations of radio (2-3 weeks-assessment)
- Social and political impact of radio (1-2 weeks-assessment)
- Ethics of radio (1-2 weeks-assessment)
- Analyzing and writing for radio (3-4 weeks-assessment)
- Read and analyze *Feed* by Anderson (2-3 weeks-assessment)
- History, laws, and regulations of television (2-3 weeks-assessment)
- Social and political impact of television (1-2 weeks-assessment)
- Rise of celebrity and reality television (1-2 weeks-assessment)
- Ethics of television (1-2 weeks-assessment)
- Analyzing and writing for television (3-4 weeks-assessment)
- History, laws, and regulations of internet (2-3 weeks-assessment)
- History and impact of social media and networking (1-2 weeks-assessment)
- Ethics and psychological aspects of social media (2-3 weeks-assessment)
- Analyzing and writing for internet (2-3 weeks-assessment)
- Careers in media (3-5 days-assessment)

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<p>Technology Standards:</p> <p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking- Programming</p>	<p>Use technology when researching the medias and producing projects and written copy for each.</p> <p>8.1.12.A.2 -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.</p> <p>8.1.12.D.2-Evaluate consequences of unauthorized electronic access(e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.4-Research and understand the positive and negative impact of one’s digital footprint.</p> <p>8.1.12.D.5-Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.2-Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.F.1-Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>8.2.12.F.1-Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>
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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues • Utilize advanced materials and resources to meet the needs of student • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor activities • Advanced discussion techniques • Set individual goals • Multimedia projects that relate to student interests and apply to the curriculum • Extra answer choices on multiple choice assignments to allow for critical thinking • Multi-level learning stations for 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designated power points and notes • Concept development • Collaboration between ESL and classroom teachers • Pair novice ELL students with advanced ELL students • Simplification or exemption from particular assignments • Audio and visual media provided to aid comprehension 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides/lesson outlines • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in –house strategies for teachers • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by student and teacher • Parent/teacher communication • Provide books on tape/CD/digital media as requested by the student when appropriate • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use computers to complete assignments as requested by student • Provide verbal reminder of

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<p>meaningful independent work that extends topics and ideas</p>	<ul style="list-style-type: none"> • Daily positive reinforcement • Set/post class rules <p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries • Provide student with clearly stated and written expectations and grading criteria for homework • Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Establish procedures for accommodations/modifications for assessments • Grade + Effort 	<ul style="list-style-type: none"> • Provide books on tape/CD/digital media as requested by student when appropriate • Assign peer helper in class • Pair visual prompts with verbal presentations • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments • Simplification or exemption from particular assignments • Preferential seating • Communication and collaboration with 504 Coordinator and Child Study Team <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student • Modified homework • Provide student with clearly stated and written expectations and grading criteria for assignments • Frequent reminders using Google Classroom 	<p>assignment</p> <ul style="list-style-type: none"> • Check student independent work • Assist student with planning of assignment • Assist with technology <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments • Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments • Modify answer choices • Email parent/guardian to remind child at home to study for test
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	<p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none"> • Standard 1: Social and Instructional Language • Standard 2: The language of Language Arts • Standard 3: The language of Mathematics • Standard 4: The language of Science • Standard 5: The language of Social Studies 	<p>Modification for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	
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CONTENT: Mass Media & Society			
Theme: Newspaper/Magazine (Print Media)			
Essential Questions: What are the functions of the media? What has been the evolution of mass media and where is it going? Who has the power and how do they maintain it? How does the First Amendment impact mass media? What is free speech? What are the limits of the press?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • History of print media • Growth of communication • Social and political impact of print media • Laws and regulations regarding print media <ul style="list-style-type: none"> ○ First Amendment ○ Various acts from 1927 to present ○ Copyright rules and regulations • Ethics in print media • Ethical guidelines and standards • Write for print media • The advertising process • Various careers within the media 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Understand the history of print media • Understand the growth of communication • Understand the social and political impact of print media • Understand the laws and regulations regarding print media • Understand ethics in print media • Understand ethical guidelines and standards • Write for print media <ul style="list-style-type: none"> ○ Write news releases ○ Write newspaper articles ○ Conduct interviews ○ Create newspapers ○ Create magazine covers 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Section tests • Marking period tests • Midterm and Final examinations and/or Quarterly Exams • Quizzes • Cooperative/collaborative group evaluations • Presentations • PowerPoint Presentations • Internet/Library research • Homework • Do Now Activities • Projects • Benchmark assessments 	<p>Standards: NJSLs <i>Common Core Standards ELA Literacy</i></p> <p>RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1 a-e W.11-12.2 a-f W.11-12.3 a, c-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 a-b SL.11-12.1 a-d SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 a-b L.11-12.2 a-b L.11-12.4 a-d L.11-12.5 a-b L.11-12.6</p>

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	<ul style="list-style-type: none"> • Understand and write for the advertising process <ul style="list-style-type: none"> ○ Analyze magazine advertisement format ○ Create magazine advertisements • Review careers that are attainable within the media 		<p>RH.11-12.2 RH.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>Social Studies: 6.1.12.A.2.a 6.1.12.D.2.d 6.1.12.A.3.g 6.1.12.C.3.a 6.1.12.D.3.a 6.1.12.D.3.e 6.1.12.D.5.a 6.1.12.C.6.b 6.1.12.D.7.b 6.1.12.C.8.b 6.1.12.D.14.e 6.1.12.D.2.e 6.1.12.C.3.d 6.1.12.D.5.c 6.1.12.D.6.a</p>
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			<p>Science: PS4.C(9-12)</p> <p>21st Century Life and Careers: 9.2.12.C.1 9.2.12.C.2 9.2.12.C.4 9.2.12.C.7</p> <p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11,12</p> <p>Technology 8.1.12.A.2 8.1.12.D.2 8.1.12.D.4 8.1.12.D.5 8.1.12.E.2 8.1.12.F.1 8.2.12.F.1</p> <hr/> <p>Pacing Chart/Time Frame: Print media is taught and assessed during Marking Period One</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • Internet Research • Field Trips • Guest Speakers • DVDs
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			<ul style="list-style-type: none">• I-Movie• Microsoft PowerPoint• Microsoft Publisher• Microsoft Office• <i>The PR Style Guide</i> by Barbara Diggs-Brown• <i>Writing for the Mass Media</i> by James Glen Stovall• <i>Journalism Today</i> by Donald L., Jim Patten, Bradley Wilson• <i>Techniques of Propaganda & Persuasion</i> by Magedah E. Shabo• <i>Media Literacy: Thinking Critically about the Internet</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about Music & Media</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about Newspapers & Magazines</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about Advertising</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about the Television</i> by Peyton Paxson• <i>Feed</i> by Matthew Tobin Anderson's
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CONTENT: Mass Media & Society			
Theme: Radio (Electronic Media)			
Essential Questions: What is “media”? What are the functions of the media? What has been the evolution of mass media and where is it going? Who has the power and how do they maintain it?		Who owns the media? How does technology affect language and, ultimately, society? How does the First Amendment impact mass media? What is free speech?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • History of radio • Growth of communication • Social and political impact of radio • Laws and regulations regarding radio <ul style="list-style-type: none"> ○ First Amendment ○ Various acts from 1927 to present ○ Copyright rules and regulations • Ethics in broadcasting/radio • Ethical guidelines and standards • Write for radio • The advertising process • Various careers within the media 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Understand the history of radio • Understand the growth of communication • Understand the social and political impact of radio • Understand the laws and regulations regarding radio • Understand ethics in radio • Understand ethical guidelines and standards • Write for radio <ul style="list-style-type: none"> ○ Write radio scripts ○ Write radio public service announcements • Understand and write for the advertising process <ul style="list-style-type: none"> ○ Analyze radio advertisement format ○ Write radio spots • Review careers that are attainable within the media 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Section tests • Marking period tests • Midterm and Final examinations and/or Quarterly Exams • Quizzes • Cooperative/collaborative group evaluations • Presentations • PowerPoint Presentations • Internet/Library research • Homework • Do Now Activities • Projects • Benchmark assessments 	Standards: <i>Common Core Standards ELA Literacy</i> RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1 a-e W.11-12.2 a-f W.11-12.3 a, c-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 a-b SL.11-12.1 a-d SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 a-b L.11-12.2 a-b L.11-12.4 a-d L.11-12.5 a-b L.11-12.6 WHST.11-12.1 a-e

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			<p>WHST.11-12.2 a-e WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 RH.11-12.2 RH.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>Social Studies: 6.1.12.A.2.a 6.1.12.D.2.d 6.1.12.A.3.g 6.1.12.C.3.a 6.1.12.D.3.a 6.1.12.D.3.e 6.1.12.D.5.a 6.1.12.C.6.b 6.1.12.D.7.b 6.1.12.C.8.b 6.1.12.D.14.e 6.1.12.D.2.e</p>
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			<p>6.1.12.C.3.d 6.1.12.D.5.c 6.1.12.D.6.a</p> <p>Science: PS4.C(9-12)</p> <p>21st Century Life and Careers 9.2.12.C.1 9.2.12.C.2 9.2.12.C.4 9.2.12.C.7</p> <p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11,12</p> <p>Technology 8.1.12.A.2 8.1.12.D.2 8.1.12.D.4 8.1.12.D.5 8.1.12.E.2 8.1.12.F.1 8.2.12.F.1</p>
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			<p>Pacing Chart/Time Frame: Radio (Electronic Media) is taught and assessed during Marking Period Two</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • Internet Research • Field Trips • Guest Speakers • DVDs • I-Movie • Microsoft PowerPoint • Microsoft Publisher • Microsoft Office • <i>The PR Style Guide</i> by Barbara Diggs-Brown • <i>Writing for the Mass Media</i> by James Glen Stovall • <i>Journalism Today</i> by Donald L., Jim Patten, Bradley Wilson • <i>Techniques of Propaganda & Persuasion</i> by Magedah E. Shabo • <i>Media Literacy: Thinking Critically about the Internet</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Music & Media</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Newspapers & Magazines</i> by Peyton Paxson
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			<ul style="list-style-type: none">• <i>Media Literacy: Thinking Critically about Advertising</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about the Television</i> by Peyton Paxson• <i>Feed</i> by Matthew Tobin Anderson's
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CONTENT: Mass Media & Society			
Theme: Television (Electronic/Visual Media)			
Essential Questions: What is “media”? What are the functions of the media? What has been the evolution of mass media and where is it going? Who has the power and how do they maintain it? Who owns the media? How does technology affect language and, ultimately, society? How does the First Amendment impact mass media?		What is free speech? What impact has television had on culture? How do your favorite shows convey certain assumptions about society? How effective are television commercials? ...television advertisements? What role does technology play in our daily lives? Who are our heroes/role models within our culture? How has information overload affected culture?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • History of television • Growth of communication • Social and political impact of television • Laws and regulations regarding television <ul style="list-style-type: none"> ○ First Amendment ○ Various acts from 1927 to present ○ Copyright rules and regulations • Ethics in broadcasting/television • Ethical guidelines and standards • Write for television • The advertising process 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Understand the history of television • Understand the growth of communication • Understand the social and political impact of television • Understand the laws and regulations regarding television • Understand ethics in television • Understand ethical guidelines and standards • Write for television <ul style="list-style-type: none"> ○ Write broadcast scripts ○ Write news releases • Understand and write for the advertising process <ul style="list-style-type: none"> ○ Analyze television advertisement format 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Section tests • Marking period tests • Midterm and Final examinations and/or Quarterly Exams • Quizzes • Cooperative/collaborative group evaluations • Presentations • PowerPoint Presentations • Internet/Library research • Homework • Do Now Activities • Projects • Videos • Papers/Essays 	Standards: <i>Common Core Standards ELA Literacy</i> RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1 a-e W.11-12.2 a-f W.11-12.3 a, c-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 a-b SL.11-12.1 a-d SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 a-b L.11-12.2 a-b L.11-12.4 a-d

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<ul style="list-style-type: none"> • The rise of celebrity and reality television • Psychological aspects of reality television • Various careers within the media 	<ul style="list-style-type: none"> ○ Create television commercials • Create newscasts • Understand and analyze the rise of celebrity and reality television • Understand and analyze psychological aspects of reality television • Review careers that are attainable within the media 	<ul style="list-style-type: none"> • Benchmark assessments 	<p>L.11-12.5 a-b L.11-12.6 WHST.11-12.1 a-e WHST.11-12.2 a-e WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 RH.11-12.2 RH.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>Social Studies: 6.1.12.A.2.a 6.1.12.D.2.d 6.1.12.A.3.g 6.1.12.C.3.a 6.1.12.D.3.a 6.1.12.D.3.e 6.1.12.D.5.a 6.1.12.C.6.b 6.1.12.D.7.b</p>
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			<p>6.1.12.C.8.b 6.1.12.D.14.e 6.1.12.D.2.e 6.1.12.C.3.d 6.1.12.D.5.c 6.1.12.D.6.a</p> <p>Science: PS4.C(9-12)</p> <p>21st Century Life and Careers 9.2.12.C.1 9.2.12.C.2 9.2.12.C.4 9.2.12.C.7</p> <p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11,12</p> <p>Technology 8.1.12.A.2 8.1.12.D.2 8.1.12.D.4 8.1.12.D.5 8.1.12.E.2 8.1.12.F.1 8.2.12.F.1</p>
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			<p>Pacing Chart/Time Frame: Television (Electronic/Visual Media) is taught and assessed during Marking Period Three</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • Internet Research • Field Trips • Guest Speakers • DVDs • I-Movie • Microsoft PowerPoint • Microsoft Publisher • Microsoft Office • <i>The PR Style Guide</i> by Barbara Diggs-Brown • <i>Writing for the Mass Media</i> by James Glen Stovall • <i>Journalism Today</i> by Donald L., Jim Patten, Bradley Wilson • <i>Techniques of Propaganda & Persuasion</i> by Magedah E. Shabo • <i>Media Literacy: Thinking Critically about the Internet</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Music & Media</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Newspapers &</i>
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			<p><i>Magazines</i> by Peyton Paxson</p> <ul style="list-style-type: none">• <i>Media Literacy: Thinking Critically about Advertising</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about the Television</i> by Peyton Paxson• <i>Feed</i> by Matthew Tobin Anderson's
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CONTENT: Mass Media & Society			
Theme: Internet (Electronic/Visual Media)			
Essential Questions: What is “media”? What are the functions of the media? What has been the evolution of mass media and where is it going? Who has the power and how do they maintain it? Who owns the media?		How does technology affect language and, ultimately, society? How does the First Amendment impact mass media? What is free speech? What role does technology play in our daily lives? How has information overload affected culture?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards: <i>Common Core Standards ELA Literacy</i>
<ul style="list-style-type: none"> • History of internet • Growth of communication • Social and political impact of internet • Laws and regulations regarding television <ul style="list-style-type: none"> ○ First Amendment ○ Various acts from 1927 to present ○ Copyright rules and regulations • Ethics in internet/technology • Ethical guidelines and standards • Write for internet • Virtual Environment • History and impact of social networking • The rise of celebrities in social 	<ul style="list-style-type: none"> • Understand the history of internet • Understand the growth of communication • Understand the social and political impact of the internet • Understand the laws and regulations regarding the internet • Understand ethics in internet/technology • Understand ethical guidelines and standards • Write for internet <ul style="list-style-type: none"> ○ Write blogs ○ Write broadcast scripts ○ Write “Tweets” ○ Create YouTube videos • Understand and analyze the rise of celebrities in social media 	<ul style="list-style-type: none"> • Section tests • Marking period tests • Midterm and Final examinations and/or Quarterly Exams • Quizzes • Cooperative/collaborative group evaluations • Presentations • PowerPoint Presentations • Internet/Library research • Homework • Do Now Activities • Projects • Videos • Blogs • Benchmark assessments 	<ul style="list-style-type: none"> RI.11-12.4 RI.11-12.6 RI.11-12.10 W.11-12.1 a-e W.11-12.2 a-f W.11-12.3 a, c-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 a-b SL.11-12.1 a-d SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 a-b L.11-12.2 a-b L.11-12.4 a-d L.11-12.5 a-b

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<p>media</p> <ul style="list-style-type: none"> • Psychological aspects of social media • Various careers within the media 	<ul style="list-style-type: none"> • Understand and analyze psychological aspects of social media • Review careers that are attainable within the media 		<p>L.11-12.6 WHST.11-12.1 a-e WHST.11-12.2 a-e WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 RH.11-12.2 RH.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</p> <p>Social Studies: 6.1.12.A.2.a 6.1.12.D.2.d 6.1.12.A.3.g 6.1.12.C.3.a 6.1.12.D.3.a 6.1.12.D.3.e 6.1.12.D.5.a 6.1.12.C.6.b 6.1.12.D.7.b 6.1.12.C.8.b</p>
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			<p>6.1.12.D.14.e 6.1.12.D.2.e 6.1.12.C.3.d 6.1.12.D.5.c 6.1.12.D.6.a</p> <p>Science: PS4.C(9-12)</p> <p>21st Century Life and Careers 9.2.12.C.1 9.2.12.C.2 9.2.12.C.4 9.2.12.C.7</p> <p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11,12</p> <p>Technology 8.1.12.A.2 8.1.12.D.2 8.1.12.D.4 8.1.12.D.5 8.1.12.E.2 8.1.12.F.1 8.2.12.F.1</p>
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			<p>Pacing Chart/Time Frame: Internet (Electronic/Visual Media) is taught and assessed during Marking Period Four</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • Internet Research • Field Trips • Guest Speakers • DVDs • I-Movie • YouTube • Microsoft PowerPoint • Microsoft Publisher • Microsoft Office • <i>The PR Style Guide</i> by Barbara Diggs-Brown • <i>Writing for the Mass Media</i> by James Glen Stovall • <i>Journalism Today</i> by Donald L., Jim Patten, Bradley Wilson • <i>Techniques of Propaganda & Persuasion</i> by Magedah E. Shabo • <i>Media Literacy: Thinking Critically about the Internet</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Music & Media</i> by Peyton Paxson • <i>Media Literacy: Thinking Critically about Newspapers &</i>
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			<p><i>Magazines</i> by Peyton Paxson</p> <ul style="list-style-type: none">• <i>Media Literacy: Thinking Critically about Advertising</i> by Peyton Paxson• <i>Media Literacy: Thinking Critically about the Television</i> by Peyton Paxson• <i>Feed</i> by Matthew Tobin Anderson's
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NJSLS ELA Standards

NJSLS Reading Literature	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>
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NJSLS Reading Informational Text	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and</p>

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	<p>significant concepts.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
<p>NJSLS Speaking and Listening</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>

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	<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
NJSL Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Use parallel structure.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.B. Use a colon to introduce a list or quotation.C. Spell correctly. <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none">A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a

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	<p>sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
NJSLS Writing	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>

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- clearly and accurately through the effective selection, organization, and analysis of content.
- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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	<p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p style="padding-left: 40px;">B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
NJSLS Reading History	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or</p>

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	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
NJSLS Reading Science and Technical Subjects	<p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>