



**Course Overview**

This course will introduce students to the field of mass communication by exploring various media forms, identifying careers within the industry, and developing practical skills in creating visual and written content for print media. Students will also examine the historical evolution and societal impact of print media and learn foundational journalistic writing techniques.

**Unit 1: Exploring Media & Mass Communication**

**Unit 2: Visual & Written Content Creation for Print Media**

**Unit 3: Social Media Safety**

**Unit 4: Introduction to Stop Motion**

**Time Frame**

1-2 Weeks

**Time Frame**

2 Weeks

**Time Frame**

2 Weeks

**Time Frame**

3 Weeks



**Focus of the Unit**

Students will begin by exploring what media is, what it means to be a media professional, and the various careers within the mass communication industry. This unit will provide foundational knowledge about the scope and function of mass communication.

**Focus of the Unit**

Students will create original book covers, magazine covers, newspaper covers, and short stories that could be featured in those formats, combining visual design with written content. This unit emphasizes hands-on creative production, blending visual arts skills with writing.

**Focus of the Unit**

This unit focuses on equipping students with the knowledge and skills necessary to navigate social media platforms safely and responsibly. The focus is on protecting personal information, understanding online privacy, managing digital footprints, and recognizing and responding to online risks like cyberbullying.

**Focus of the Unit**

This unit is designed to introduce students to the fundamental principles and techniques of stop motion animation. Students will engage in the hands-on process of creating a short animated sequence by manipulating physical objects made from common art supplies and capturing images sequentially, culminating in editing using digital software. The focus is on understanding how small, incremental movements of static objects filmed one frame at a time can create the illusion of motion when played back rapidly.

<b>Unit Title</b>	<b>Unit 1: Exploring Media &amp; Mass Communication</b>
<b>Time Frame</b>	1-2 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• What is media, and how does it affect individuals and society?</li> <li>• What is mass communication, and how is it different from one-on-one communication?</li> <li>• Who creates media and why?</li> <li>• How can I think critically about media messages?</li> </ul>

	<b>Focus of the Unit</b>
	<p>Students will begin by exploring what media is, what it means to be a media professional, and the various careers within the mass communication industry. This unit will provide foundational knowledge about the scope and function of mass communication.</p>

<b>Standards</b>	<ul style="list-style-type: none"> <li>◦ 9.2.8.A / 9.2.12.A (Visual Arts): Analyze works of art for their historical and cultural significance. (Applicable to understanding media as cultural artifacts).</li> <li>◦ 9.2.8.C / 9.2.12.C (Visual Arts): Relate works of art to the social, cultural, and historical contexts in which they were created. (Relevant for understanding the environment media operates within).</li> <li>◦ 9.4.8.A / 9.4.12.A (Interdisciplinary): Identify and analyze the historical, cultural and social context of selected examples of works in the humanities. (Mass communication can be examined through a humanities lens).</li> <li>◦ 9.2.8.A / 9.2.12.A (Interdisciplinary): Understand the relationship between the arts and other fields of study. (Connecting media studies to visual arts, writing, history, etc.).</li> </ul>
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<b>Learning Targets</b>
I can define media and mass communication.

<b>Learning Targets</b>
I can identify different types of media (print, digital, social, video).

<b>Learning Targets</b>
I can recognize the purpose of different media messages (inform, persuade, entertain).

<b>Learning Targets</b>
I can name some ways media influences how people think or feel.



<b>Resources</b>	<a href="https://www.pbslearningmedia.org">pbslearningmedia.org</a>
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**Unit Title**

**Unit 2: Visual & Written Content Creation for Print Media**



**INNOVATIVE  
ARTS ACADEMY**

**Time Frame**

2 Weeks



**Essential Question(s)**

- How do writers use structure and language to communicate clearly and effectively?
- How do design elements like layout, color, and images influence how we understand a message?
- What makes a print layout visually appealing and easy to read?



**Focus of the Unit**

Students will create original book covers, magazine covers, newspaper covers, and short stories that could be featured in those formats, combining visual design with written content [user query]. This unit emphasizes hands-on creative production, blending visual arts skills with writing.

**Standards**

9.1.8.A / 9.1.12.A (Visual Arts): Know and use a variety of visual art elements (e.g., color, line, shape, form, space, value, texture) and principles of design (e.g., repetition, variety, rhythm, proportion, movement, balance, emphasis, unity) to create works of art. (Essential for cover design).

- 9.1.8.B / 9.1.12.B (Visual Arts): Recognize, select, and use a range of media, technologies, and processes to create works in the visual arts. (Applicable to using design tools/software).
- 9.2.8.A / 9.2.12.A (Interdisciplinary): Understand the relationship between the arts and other fields of study. (Specifically connecting visual arts with writing/literature).
- 9.3.8.A / 9.3.12.A (Visual Arts): Explain and apply criteria for evaluating works of art. (For peer and self-critique of designs).

**Learning Targets**

I can write a short article or paragraph using the 5 Ws (who, what, when, where, why).

**Learning Targets**

- I can choose pictures or drawings that support the written message.

**Learning Targets**

I can use basic design rules like balance, spacing, and alignment in my layout.

**Learning Targets**

- I can describe different types of print media.



**Resources**

[readwritethink.org/PBS Student Reporting Labs/Scholastic Kids Press](http://readwritethink.org/PBS Student Reporting Labs/Scholastic Kids Press)

<b>Unit Title</b>	<b>Unit 3: Social Media Safety</b>
<b>Time Frame</b>	2 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• How can I stay safe, respectful, and kind when using social media?</li> <li>• How do social media platforms shape the way we see information and people?</li> <li>• What should I do if I witness or experience cyberbullying?</li> <li>• How can I tell the difference between real and fake information online?</li> </ul>

	<b>Focus of the Unit</b>
	<p>This unit focuses on equipping students with the knowledge and skills necessary to navigate social media platforms safely and responsibly. The focus is on protecting personal information, understanding online privacy, managing digital footprints, and recognizing and responding to online risks like cyberbullying.</p>

<b>Standards</b>	<p>1.2.8.A – Determine the author’s point of view and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.          1.2.8.D – Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound.          1.4.8.U – Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.          1.5.8.A – Engage in collaborative discussions, building on others’ ideas and expressing their own clearly.</p>
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<b>Learning Targets</b>
<ul style="list-style-type: none"> <li>• I can describe basic steps to protect my privacy on social media.</li> </ul>

<b>Learning Targets</b>
I can recognize signs of cyberbullying and know how to respond safely.

<b>Learning Targets</b>
I can identify examples of misinformation or unsafe content online.

<b>Learning Targets</b>
I can explain why it is important to think before posting or commenting online.



<b>Resources</b>	<b>CyberCivics.com/BrainPOP: Digital Citizenship Collection/NetSmartz Teens &amp; Tweens Resources</b>
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<b>Unit Title</b>	<b>Unit 4: Introduction to Stop Motion</b>
<b>Time Frame</b>	3 weeks



**INNOVATIVE**  
ARTS ACADEMY

**Essential Question(s)**

- How do animators use still images to tell a moving story?
- What makes stop motion animation different from other types of media?
- How do movement, timing, and sound work together to create meaning?
- Why is planning important when creating visual stories?
- How can collaboration improve the creative process in animation?

**Focus of the Unit**

This unit is designed to introduce students to the fundamental principles and techniques of stop motion animation. Students will engage in the hands-on process of creating a short animated sequence by manipulating physical objects made from common art supplies and capturing images sequentially, culminating in editing using digital software. The focus is on understanding how small, incremental movements of static objects filmed one frame at a time can create the illusion of motion when played back rapidly

**Standards**

- 9.1.8.MA – Production: Apply media arts skills to create works using media, techniques, and processes.
- 9.2.8.MA – Historical and Cultural Contexts: Identify historical and cultural influence in media.
- 9.3.8.MA – Critical Response: Evaluate and critique media artworks using a variety of criteria.
- 9.4.8.MA – Aesthetic Response: Analyze personal reactions to media arts and discuss emotional, cultural, or aesthetic impacts.

**Learning Targets**

I can explain what stop motion animation is and how it works.

**Learning Targets**

I can take a series of still photos to create the illusion of movement.

**Learning Targets**

I can use simple materials (clay, paper, objects) to create characters and props.

**Learning Targets**

I can work with a group to plan and film a short animation.



**Resources**

**BTS of The Nightmare Before Christmas, Coraline. Cardboard, Glue, Markers, Clay, DSLR, Keylights**