

**Unit One Title:** Introduction to Media / Media Addiction  
**Department/Grade/Course:** Mass Media/11<sup>th</sup>-12<sup>th</sup>  
**Duration of Unit:** 4 weeks

**Milford Public Schools**  
**Graphic Organizer for Learning Units**  
**Understanding by Design**

## Goals of Learning

### State or National Standard(s):

- **READING:**
  - Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **WRITING:**
  - Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Enduring Understanding(s):

#### Students will understand:

- Prior knowledge, reading experience and life experience shape how readers read and respond to a text. (DEU)
- What we read affects how we made sense of the world. (DEU)
- The impact of mass media on our lives. (CEU)
- The difference between mass media and forms of one-on-one communication / technology. (UEU)

### Essential Question(s):

- What am I getting from the text? (DEQ)
- How does the writer communicate to the reader? What strategies does the writer use to communicate? What impact do these strategies have on the reading experience? (DEQ)
- How does mass media impact our every day lives? (CEQ)
- How is the pervasiveness of media constantly redefining American culture? (UEQ)

## Content and Skills

### Content

#### Students will know...

- the impact of mass media on our every day lives.
- the pervasiveness of media in the American culture.
- how a writer communicates to the reader and the what strategies a writer uses to communicate.

### Skills

#### Students will be able to...

- utilize prior knowledge and life experiences to make sense of what is read.
- recognize the impact of mass media on our lives.

### Critical Vocabulary:

Media, addiction, compulsion, media blackout, crucial vs. optional media, privacy, media intrusion, voyeurism, mass communication vs. one-on-one communication, intrapersonal, interpersonal, advanced communication

**Unit Three Title:** Television and Film  
**Department/Grade/Course:** Mass Media/11<sup>th</sup>-12<sup>th</sup>  
**Duration of Unit:** 4 weeks

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## Goals of Learning

### State or National Standard(s):

- **READING:**
  - Standard 6: Assess how point of view or purpose shapes the content and style of a text.
  - Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **WRITING:**
  - Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Enduring Understanding(s):

#### Students will understand:

- Audience and purpose influence the use of language. (DEU)
- Writing mode largely dictates the structure and rules of a text. (DEU)
- Attention to details affects the quality and accessibility of the text. (DEU)
- The impact of mass media on our lives. (CEU)
- How film and television reflect current issues in American culture. (UEU)
- How film and television work to create aspects of the American culture. (UEU)

### Essential Question(s):

- What am I getting from the text? (DEQ)
- How does the writer communicate to the reader? What strategies does the writer use to communicate? What impact do these strategies have on the reading experience? (DEQ)
- How does mass media impact our every day lives? (CEQ)
- How do film and television both reflect and define American culture? (UEQ)

## Content and Skills

### Content

#### Students will know...

- How a writer communicates to the reader and what strategies a writer uses to communicate.
- The impact of film and television on the American culture.
- The extent to which film and television reflect current issues in American culture.

### Skills

#### Students will be able to...

- Identify the purpose of a film or television show and how it reflects current issues in American culture.
- Recognize the extent to which film and television works to create aspects of the American culture.
- Analyze film and television to understand the impact this form of media has on their lives.

### Critical Vocabulary:

Conglomerate, vertical integration, affiliates, ancillary rights, network, situational comedy, prime time, ratings, demographics, block booking, blind booking, syndicators

**Unit Four Title:** Internet and Social Media  
**Department/Grade/Course:** Mass Media/11<sup>th</sup>-12<sup>th</sup>  
**Duration of Unit:** 4 weeks

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## Goals of Learning

### State or National Standard(s):

- **READING:**
  - Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - Standard 6: Assess how point of view or purpose shapes the content and style of a text.
- **WRITING:**
  - Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Enduring Understanding(s):

#### Students will understand:

- Audience and purpose influence the use of language. (DEU)
- Writing mode largely dictates the structure and rules of a text. (DEU)
- Attention to details affects the quality and accessibility of the text. (DEU)
- The impact of mass media on our lives. (CEU)
- How social media has created a versatile means of instant communication with others. (UEU)
- That social and Internet media has important personal implications (privacy, professional, social, relationships). (UEU)

### Essential Question(s):

- What am I getting from the text? (DEQ)
- How does the writer communicate to the reader? What strategies does the writer use to communicate? What impact do these strategies have on the reading experience? (DEQ)
- How does mass media impact our every day lives? (CEQ)
- How has social media's facilitation of instant communication with others impacted the American culture? (UEQ)
- Are their consequences of using social and Internet media? If so, are these consequences significant? (UEQ)

## Content and Skills

### Content

#### Students will know...

- How a writer communicates to the reader and the what strategies a writer uses to communicate.
- The impact of mass media on our every day lives.
- How social media has facilitated instant communication with others and the impact this has on us and our culture.
- The personal implications of using social and Internet media.

### Skills

#### Students will be able to...

- Recognize how social media has created a versatile means of instant communication with others.
- Analyze Internet and social media for cultural and personal influences.
- Understand the consequences of using social and Internet media.

**Critical Vocabulary:**

Propaganda, social media, digital media, blog, multimedia, intellectual property, convergence, digital divide