


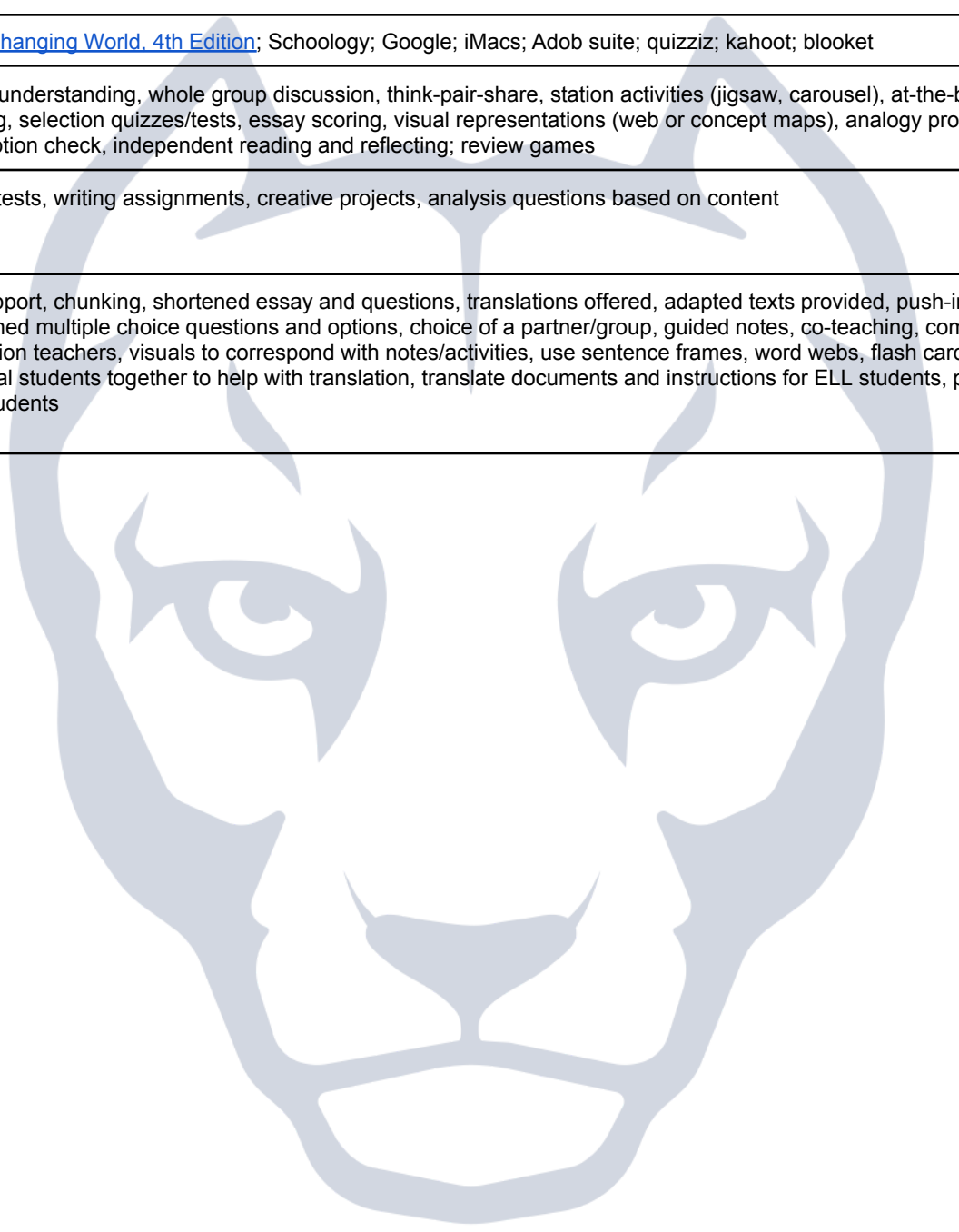
# IAA Curriculum

<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level II		

<b>Unit</b>	<b>Unit 1: Introduction to Mass Communication</b>			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Communication, Media, Demographics, development of thoughts, ideas and concepts</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What importance does communication have in our society?</li> <li>• How do communication forms differ based on region and in style?</li> <li>• How has the media evolved?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze Mass Communication</li> <li>• Analyze Interpersonal Communication</li> <li>• Analyze and evaluate different demographic categories</li> <li>• Compare and contrast interpersonal and mass communication</li> <li>• Compare non-verbal communication with verbal communication</li> <li>• Create examples of non-verbal communication and verbal communication</li> <li>• Create examples of Mass Communication and Interpersonal Communication</li> <li>• Analyze and evaluate real life examples of Mass Communication and Interpersonal Communication</li> <li>• Generate a list of Mass Media and provide examples</li> <li>• Connect dates of origination for forms of media to their evolved states</li> </ul>			
<b>Number of Days</b>	<b>Smart Objectives/SWBAT/Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
<b>30 Days</b>	<ul style="list-style-type: none"> <li>• Identify, define, and analyze what Mass Communication is and compare it to Interpersonal Communication within 2 class periods with 80% accuracy.</li> <li>• Identify, define, and analyze what non-verbal communication is and how it compares to verbal communication within 2 class periods with 80% accuracy.</li> <li>• Identify, define, and analyze what verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Design a media collage project</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.A</a>,</li> <li>• <a href="#">9.1.3.B</a>,</li> <li>• <a href="#">9.1.3.C</a>,</li> <li>• <a href="#">9.1.3.H</a></li> </ul>	<ul style="list-style-type: none"> <li>• Mass</li> <li>• Communication</li> <li>• Media</li> <li>• Non-verbal Communication</li> <li>• Verbal Communication</li> <li>• Interpersonal Communication</li> <li>• Written Communication</li> <li>• Magazines</li> <li>• Books</li> <li>• Newspapers</li> <li>• Film</li> <li>• Television</li> <li>• Radio</li> <li>• Podcasts</li> <li>• Social Media</li> </ul>

	<p>is and how it compares to non-verbal communication within 1 class period with 90% accuracy.</p> <ul style="list-style-type: none"> <li>• Research demographic categories and evaluate how demographics affect marketing strategies for companies within 2 class periods with 80% accuracy.</li> <li>• Use context clues, and visual prompts to discuss and analyze how demographics play a key role in all forms of media within 2 class periods with 80% accuracy.</li> <li>• Describe, define, and defend what each of the categories of Mass Media are and why forms of media fall under said categories within 3 class periods with 80% accuracy.</li> <li>• Analyze examples of Mass Media and Communication in everyday life within 1 class period with 80% accuracy.</li> <li>• Using the definitions for Mass Communication, determine and defend examples of different forms of interpersonal and Mass Communication within 2 class periods with 80% accuracy.</li> <li>• Identify moments in history when specific milestones in media history were created and analyze how these milestones shaped media in our world today within 4 class periods with 80% accuracy.</li> </ul>			<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Public Relations</li> <li>• Marketing</li> <li>• Politics</li> <li>• News</li> </ul>
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<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adob suite; quizziz; kahoot; blooet
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students



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<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level II		

Unit	Unit 2: Audio Recordings			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Music, podcasts, audio books and audio streaming services</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What importance do audio recordings have in our society?</li> <li>• How did audio recordings come to be and how have they evolved over the centuries?</li> <li>• How are audio recordings influential?</li> <li>• What are different types of audio recordings and what constitutes an audio recording?</li> <li>• How are audio recordings used in movies or TV shows?</li> <li>• What are the audio recordings known and how have they shaped history?</li> <li>• What are the earliest inventions that contributed to audio recordings?</li> <li>• What are audio recording genres?</li> <li>• What characteristics are typical of a recording?</li> <li>• Who are the key players in audio recordings?</li> <li>• What makes an audio recording marketable?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze the importance of audio recordings in our society</li> <li>• Analyze the history of audio recordings and important milestones</li> <li>• Analyze and evaluate what influential media is and why audio recordings fall under that category</li> <li>• Compare different genres of audio recordings and why they are each important</li> <li>• Evaluate why audio recordings were the first to be created and how they shaped history</li> <li>• Create examples of audio recordings for different genres</li> <li>• Define, describe, and prove what a genre is and what makes certain characteristics fall under their specific genre</li> <li>• Describe and defend what key players in audio recording are and the importance of each of these players</li> <li>• Connect marketing strategies with the audio recording industry</li> </ul>			
Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
<b>35 Days</b>	<ul style="list-style-type: none"> <li>• Identify, define, and analyze what audio recordings have done to shape our society within 2 class periods with 90% accuracy.</li> <li>• Identify, define, and analyze how the audio recording industry has grown and evolved over the years within 2 class periods with</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Design a book cover</li> <li>• Write a short story</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.E</a>,</li> <li>• <a href="#">9.1.3.H</a></li> <li>• <a href="#">9.1.3.J</a></li> <li>• <a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>• Papyrus</li> <li>• Publisher</li> <li>• Parchment</li> <li>• Editor</li> <li>• Codex</li> <li>• Copywriter</li> <li>• Technological Determinism</li> </ul>

	<p>90% accuracy.</p> <ul style="list-style-type: none"> <li>• Synthesize what an influential media source is and how audio recordings fall under that definition within 2 class periods with 80% accuracy.</li> <li>• Compare and contrast audio recordings to film/television adaptations within 5 class periods with 90% accuracy</li> <li>• Evaluate why certain audio recordings were the first to be created and how they shaped history within 2 class periods</li> <li>• Describe and defend the importance of early recording devices in history and modern society within 2 class periods with 80% accuracy.</li> <li>• Describe how early recording devices work within 1 class period with 80% accuracy.</li> <li>• Create an audio recording that will sell and determine the genre within 5 class periods with 90% accuracy.</li> <li>• Define, describe, and prove what a genre is and what makes certain characteristics fall under their specific genre within 3 class periods with 80% accuracy.</li> <li>• Describe and defend what key players in audio recordings are and the importance of each of these players within 3 class periods with 80% accuracy.</li> <li>• Connect marketing strategies with the audio</li> </ul>			<ul style="list-style-type: none"> <li>• Oral Culture</li> <li>• Illustrator</li> <li>• Chapbook</li> <li>• Rag Content</li> <li>• Dime Novels</li> <li>• Pulp novels</li> <li>• Trade paperback</li> <li>• Audiobooks</li> <li>• e-Book</li> <li>• Overdrive</li> <li>• Goodreads</li> <li>• Author</li> <li>• E-reader</li> <li>• Trade books</li> <li>• Genre</li> <li>• University Press</li> <li>• Small press</li> <li>• Vanity press</li> <li>• Blurb</li> </ul>
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	recording industry within 2 class periods with 80% accuracy.			
<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adobe Creative Suite quizziz; kahoot; blocket			
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games			
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content			
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students			

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<b>Unit</b>	<b>Unit 3: Internet Medias</b>			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Website development, internet video production, streaming websites, youtube history</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What importance does the internet have in our society?</li> <li>How did the internet come to be and how has it evolved over the last 50 years?</li> <li>What is internet media and what are the different types of websites?</li> <li>How have websites changed over the last 20 years?</li> <li>What is internet media known for and how has it shaped history?</li> <li>What is the difference between websites and social media?</li> <li>What characteristics make up internet medias?</li> <li>Who are the key players that work on internet based companies?</li> <li>What elements of the internet have changed throughout the years?</li> <li>What makes a website popular?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze the importance of internet medias in our society</li> <li>Analyze the history of the internet and important milestones</li> <li>Analyze and compare what internet websites are and how it differs from social media</li> <li>Evaluate what the importance of internet medias is</li> <li>Evaluate why certain internet medias were the first to be created and how they shaped history</li> <li>Describe and defend what makes up a strong website</li> <li>Create examples of websites and create original ideas for a unique website</li> <li>Evaluate and define what internet based videos are</li> <li>Describe and analyze what importance youtube has in our world</li> <li>Describe what biased internet media is versus unbiased internet media</li> <li>Define, describe, and prove what different elements of an internet based company are</li> <li>Describe and defend what key players in the internet industry are and the importance of each of these players</li> <li>Connect marketing strategies with internet medias</li> </ul>			
<b>Number of Days</b>	<b>Smart Objectives/SWBAT/Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>Evaluate how the first amendment protects most things posted on the internet</li> <li>Evaluate the importance of certain positions within a web-based compay 2 class</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Network</li> <li>Guided Notes</li> <li>Graphic Organizers</li> <li>Pair-Share</li> <li>Checks for understanding</li> <li>Create an original social media website idea</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">9.1.3.H</a>,</li> <li><a href="#">9.1.3.J</a></li> <li><a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>administrator</li> <li>avatar</li> <li>bandwidth.</li> <li>banner</li> <li>bit</li> <li>blog</li> </ul>

<p><b>40 Days</b></p>	<ul style="list-style-type: none"> <li>• Describe and analyze key moments in internet history within 5 class periods with 90% accuracy.</li> <li>• Evaluate and design biased and unbiased internet medias within 2 class periods with 90% accuracy.</li> <li>• Synthesis an understanding of what internet medias are and the importance of it within our recent history within 2 class periods with 90% accuracy.</li> <li>• Define, describe and create different parts of a website within 4 class periods with 90% accuracy</li> <li>• Identify and defend parts of a website within 2 class periods with 90% accuracy.</li> <li>• Defend, describe, and evaluate social media outlets and their efficacy in keeping communication strong within 2 class periods with 90% accuracy.</li> <li>• Create an original website design within 4 class periods</li> <li>• Create an original social media idea within 4 class periods</li> <li>• Define what different social media and important internet websites are within 2 class periods with 80% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an original website idea</li> </ul>	<ul style="list-style-type: none"> <li>• bookmarks</li> <li>• browser</li> <li>• byte.</li> <li>• cache</li> <li>• Case-sensitive</li> <li>• clickbait</li> <li>• clipart</li> <li>• cloud computing</li> <li>• cookie</li> <li>• domain name</li> <li>• DOS</li> <li>• denial of service attack</li> <li>• Domain Name System</li> <li>• filter</li> <li>• firewall</li> <li>• format</li> <li>• FTP</li> <li>• GB, gigabyte</li> <li>• GIF</li> <li>• hacker</li> <li>• HTML</li> <li>• https</li> <li>• hyperlink</li> <li>• intranet</li> <li>• IP address</li> <li>• ISP</li> <li>• IT</li> <li>• JPG, JPEG</li> <li>• LAN</li> <li>• local area network</li> <li>• meme</li> <li>• modem</li> <li>• network</li> <li>• OP</li> <li>• phishing</li> <li>• platform</li> <li>• podcast</li> <li>• programming language</li> <li>• protocol</li> <li>• Router</li> <li>• search engine</li> </ul>
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			<ul style="list-style-type: none"> <li>• SEO</li> <li>• social media</li> <li>• software program</li> <li>• spammer</li> <li>• subscribe</li> <li>• toolbar</li> <li>• upload</li> <li>• URL</li> <li>• uniform resource locator</li> <li>• user ID</li> <li>• username</li> <li>• virus</li> <li>• WAN</li> <li>• wide area network</li> <li>• web</li> <li>• web hosting</li> <li>• webmaster</li> <li>• web page</li> <li>• web server</li> <li>• website</li> <li>• Wi-Fi, wifi</li> <li>• wireless LAN, WLAN</li> <li>• World Wide Web</li> </ul>
<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adob suite; quizziz; kahoot; blooket		
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games		
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content		
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students		

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<b>Course Name</b>	Mass Communication Major Level II		

<b>Unit</b>	<b>Unit 4: Marketing, public relations, and advertising</b>			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Public Relations, demographics, Marketing strategies, Advertising plans, commercial production</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What importance does marketing have in our society?</li> <li>How does marketing come to be and how has it evolved over the centuries?</li> <li>What is advertising, public relations and marketing and what are the different types of each?</li> <li>How has Public Relations changed over the decades?</li> <li>How has marketing changed history?</li> <li>What characteristics make up marketing and advertising?</li> <li>Who are the key players that working PR, advertising and marketing?</li> <li>What elements of advertising have changed throughout the years?</li> <li>What makes a company choose to market in certain locations?</li> <li>What is a demographic?</li> <li>What is Market strategy?</li> <li>What is media buying?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze the importance of advertising in our society</li> <li>Analyze the history of advertising and important milestones</li> <li>Analyze and compare what PR and Advertising is</li> <li>Evaluate how companies decide where and when they will advertise and to whom they will market to</li> <li>Describe and defend what makes up a strong newspaper cover</li> <li>Create examples of marketing of a unique product</li> <li>Evaluate and define what advertising is</li> <li>Describe what Public relations is</li> <li>Define, describe, and prove what different elements of a marketing are and why they exist</li> <li>Describe and defend what key players in the advertising industry are and the importance of each of these players</li> <li>Connect marketing strategies with different businesses</li> </ul>			
<b>Number of Days</b>	<b>Smart Objectives/SWBAT/Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the history of marketing and advertising</li> <li>Identify what occurred when advertising came</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Network</li> <li>Guided Notes</li> <li>Graphic Organizers</li> <li>Pair-Share</li> <li>Checks for understanding</li> <li>Create an original product design and create a marketing and business</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">9.1.3.H</a>,</li> <li><a href="#">9.1.3.J</a></li> <li><a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>Demographics</li> <li>Marketing strategies</li> <li>Business plans</li> <li>Advertisement</li> <li>Pubic Relations</li> <li>Marketing executive</li> </ul>

<p><b>40 Days</b></p>	<p>to America</p> <ul style="list-style-type: none"> <li>● Compare different ad campaigns and their effectiveness</li> <li>● Identify the global influence of marketing and advertising</li> <li>● Create an understanding of how advertising has changed as a result of the digital age</li> <li>● Identify the key players in marketing and advertising</li> <li>● Discuss major controversies within the persuasion industries</li> <li>● Create a marketing campaign with classmates</li> <li>● Identify how freedom of speech ties into this medium</li> <li>● Discuss what censorship is within the confines of advertising</li> <li>● Identify what is considered truth in advertising</li> <li>● Identify the importance of demographics within advertising</li> <li>● Identify the importance of the client in marketing and advertising</li> </ul>	<p>strategy for each of these products</p>	<ul style="list-style-type: none"> <li>● Account executive</li> <li>● Market strategy</li> <li>● Commercials</li> <li>● Sponsored Ads</li> <li>● Interactive Ads</li> <li>● Movie Trailers</li> <li>● circular</li> <li>● endorsement</li> <li>● flyer</li> <li>● notice</li> <li>● plug</li> <li>● promotion</li> <li>● Notification</li> <li>● Spots</li> <li>● Media Buying</li> </ul>
<p><b>Resources</b></p>	<p><a href="#">Mass Media in a Changing World, 4th Edition</a>; Schoology; Google; iMacs; Adob suite; quizziz; kahoot; blooet</p>		
<p><b>Formative Assessments</b></p>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games</p>		

<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students

