IAA Curriculum

Content Area	Mass Communication	Grade	9-12
Course Name	Mass Communication Major Level III		

Unit	**Unit 1**: Introduction to Mass Media
Big Ideas	• Communication, Media, Demographics, development of thoughts, ideas and concepts
Essential Questions	• What importance does communication have in our society? • How do communication forms differ based on region and in style? • How has the media evolved? • What is the essence of Mass Media?
Key Learning Objectives & Skills	• Analyze Mass Media • Analyze Interpersonal Communication • Analyze and evaluate different demographic categories • Compare and contrast interpersonal and mass communication • Compare non-verbal communication with verbal communication • Create examples of non-verbal communication and verbal communication • Create examples of Mass Media and Interpersonal Communication • Analyze and evaluate real life examples of Mass Communication and Interpersonal Communication • Generate a list of Mass Media and provide examples • Connect dates of origination for forms of media to their evolved states

Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
15 Days	• Identify, define, and analyze what Mass Communication is and compare it to Interpersonal Communication within 2 class periods with 80% accuracy. • Identify, define, and analyze what non-verbal communication is and how it compares to verbal communication within 2 class periods with 80% accuracy. • Identify, define, and analyze what verbal communication	• Vocabulary Network • Guided Notes • Graphic Organizers • Pair-Share • Checks for understanding • Design a media collage project	• 9.1.3.A, • 9.1.3.B, • 9.1.3.C, • 9.1.3.H	• Mass • Communication • Media • Non-verbal Communication • Verbal Communication • Interpersonal Communication • Written Communication • Magazines • Books • Newspapers • Film • Television • Radio • Podcasts • Social Media

	is and how it compares to non-verbal communication within 1 class period with 90% accuracy. • Research demographic categories and evaluate how demographics affect marketing strategies for companies within 2 class periods with 80% accuracy. • 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. • 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. • Analyze examples of Mass Media and Communication in everyday life within 1 class period with 80% accuracy. • 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. • 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.			• Advertising • Public Relations • Marketing • Politics • News

Resources	Mass Media in a Changing World, 4th Edition; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket
Formative Assessments	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
Summative Assessments	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
Strategies for ELL and IEP Support	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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Content Area	Mass Communication	**Grade**	9-12
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Unit	**Unit 2**: Film History and Appreciation			
Big Ideas	• History of Film; historical moments in motion picture history; how to analyze movies; key players in creation of historical moments in motion picture history			
Essential Questions	• What movies have changed and modified the movie industry through the history of society? • What were the first motion pictures and how did they come into existence? • How has the movie industry changed over the course of the last 200 years? • Who are the most influential players in motion picture history? • Where is the movie industry going? • When and why was the movie industry created? • Why is the movie industry so important in our history?			
Key Learning Objectives & Skills	• Analyze the importance of Movies in our society • Analyze the history of Movies and important milestones • Analyze and compare different influential movies • Evaluate what the importance technological change has been in the movie industry • Evaluate why certain films were the first to be created and how they shaped history • Describe and defend what makes up a strong movie • Generate a list of important movies • Evaluate and define what films are versus videos on the internet • Describe and analyze what the rating system is through the Motion Picture Association • Describe what the Academy Awards are • Define, describe, and prove what different elements of a Movie are and why they exist • Describe and defend what key players in the Movie industry are and the importance of each of these players • Connect marketing strategies with the Movie industry			
Number of Days	**Smart Objectives/SWBAT/Selection**	**Instructional Strategies and Activities**	**PA CC Standards**	**Vocabulary**
20 Days	Students will be able to: • Identify what importance specific movies have played in our society • Determine, analyze, and identify key moments motion picture history • Analyze movies and	• Vocabulary Network • Guided Notes • Graphic Organizers • Pair-Share • Checks for understanding • Movie Analysis activities • Movie list generation	• 9.1.3.H, • 9.1.3.J • 9.1.3.K	• Director • Writer • Elemental theatrical Highlights • Movie Trailer • Movie Studio • Cinematographer • Acting

	compare the elements of each to one another • Describe how different technologies have changed the way movies have been made over the last 200 years • Create a list of important movies and why they are important to the industry • Outline and identify what the Academy awards are and how the awards are determined • Identify who the most influential filmmakers are in history and why • Determine how movies are marketed • Determine what the rating system is through the Motion Picture Association • Describe what movies have been the most successful over the course of history and why			• Editing • Peep Show • Kinetograph • Nickelodeons • Newsreels • Talkies • Independent films • Pirating • Syndication • Trailer • Close up • Medium shot • 2 shot • Wide shot • Over the shoulder shot • Dutch Angle • Front Angle high • Front Angle Low • Panning Camera Angle • Tilting Camera Angle • Zooming camera angle • Dolly Camera shot • Truck shot • Jib shot

Resources	Mass Media in a Changing World, 4th Edition; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket
Formative Assessments	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
Summative Assessments	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
Strategies for ELL and IEP Support	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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Content Area	Mass Communication	**Grade**	9-12
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Unit	**Unit 3**: Film Pre-production
Big Ideas	• The process of planning a production - screenwriting, location scouting, budgeting, storyboarding, casting, hiring a crew, analysis of job roles and requirements, call sheets and scheduling
Essential Questions	• What is pre-production? • What importance does pre-production play in creating a film? • What is screenwriting and what is the industry standard for screenwriting? • What elements make up a short screenplay vs. a feature length screenplay? • What are the genres associated with films and what needs to be a part of planning? • How are budgets decided? • How do production companies work and how do they decide what movies they will make? • What is location scouting and what is the process of finding a filming location? • How and why do we storyboard? • What is a casting call and how do we access talent to be a part of filming? • What are the different roles on a film set and what are the requirements for each individual person? • What is a call sheet, how is it made and what goes into filming schedule?
Key Learning Objectives & Skills	• Analyze what pre-production is • Determine the importance of pre-production • Create an original screenplay using the correct format • Compare and contrast the different lengths of screenplays • Evaluate what elements make up a screenplay • Evaluate film genres • Design a budget for a fictional movie • Analyze how production companies decide what movies they will make • Create an understanding of location scouting and the importance it plays in creating a film • Design a storyboard for an original screenplay • Synthesize a casting call for a fictional movie • Prove the necessity for each role on a film set and the importance of each role in relation to production • Determine how to create and format a call sheet and how it ties into a filming schedule

Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
	Students will be able to:	• Vocabulary Network • Guided Notes	• 9.1.3.E, • 9.1.3.H	• Screenplay • Director

50-55 Days	• Explain what pre-production is and how it ties into production and post-production • Explain how pre-production helps create a film and why it is necessary in the process • Create and determine the proper formatting for a screenplay within the film industry • Discuss the importance of proper screenwriting on a production set • Analyze short films and their place in the film industry • Analyze feature length films and how they compare to short film structure • Identify what elements make up specific genre based movies • Create a budget for a fictional movie and analyze why it is important to the pre-production • Analyze the structure of a production company and how they function internally • Create a location scouting plan • Discover locations and the importance they play in production • Determine what a storyboard is and create a storyboard • Determine what a casting call is • Create a casting call for a fictional movie • Analyze the different roles on a film set • Determine what the	• Graphic Organizers • Pair-Share • Checks for understanding • Write a screenplay • Create a call sheet • Table Reads • Create a casting call • Hold auditions • Create a storyboard • Create a crew list • Film analysis • Create a budget plan • Location scouting activity • Create a call sheet	• 9.1.3.J • 9.1.3.K	• Best Boy • Producer • Director of Photography • Best Boy • Production Assistant • Sound Designer • Lighting Director • Gaffer • Editor • Screenwriter • Casting Call • Location Scout • Location Manager • Pre-production • Production • Post-Production • Feature Film • Short Film • Genres • Actor

	importance of each role on a film set is • Create an ideal crew list for a fictional film • Analyze a call sheet • Determine what a the importance of a call sheet is • Create a call sheet for a fictional film			
Resources	Mass Media in a Changing World, 4th Edition; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket			
Formative Assessments	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			
Summative Assessments	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content			
Strategies for ELL and IEP Support	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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Unit	**Unit 4**: Production
Big Ideas	● The process of filming - cinematography, lighting, directing, acting, sound design, costumes, set design, prop mastery, makeup design, sticking to a schedule, logging footage and script supervising, camera angles and camera equipment
Essential Questions	● What is production? ● What importance does production play in creating a film? ● What is cinematography? ● What are the different camera angles? ● What is lighting? ● What is directing? ● What is acting? ● What is sound design? ● What is costume design? ● What is set design? ● What is a prop master? ● What is makeup design? ● What elements need to be present on a film set to make a movie? ● How are schedules and budgets monitored on a set? ● How do production companies check in with filmmakers? ● What is set design and prop mastery? ● How do storyboards get used on set? ● What are the different roles on a film set and what are the requirements for each individual person? ● What is script supervising and how is it important to the film? ● How do you log footage? ● What is A-roll and B-roll? ● What are the different units on a film set?
Key Learning Objectives & Skills	● Analyze what production is ● Determine the importance of production ● Create a functioning film set ● Determine how to stick to a schedule ● Evaluate what cinematography is ● Determine the different camera angles ● Determine the importance and roles of the lighting, directing, acting, sound design, costumes, set design, prop mastery and makeup departments ● Analyze the importance of each member of the crew on a film set ● Create an understanding how to work a camera ● Create a-roll and b-roll footage ● Work on the A unit and B unit on a film set

Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary

45 Days	Student will be able to:
	• Explain what production is and how it ties into pre-production and post-production
	• Explain how production helps create a film and why it is necessary in the process
	• Create raw editable footage for an original movie idea
	• Discuss the importance of cinematography
	• Discuss the importance of lighting design
	• Discuss the importance of sound design
	• Discuss the importance of acting
	• Discuss the importance of prop mastery
	• Discuss the importance of set design
	• Discuss the importance of makeup and costume design
	• Identify what elements are specific to production versus pre-production
	• Determine how to stick to a schedule and the importance of such
	• Determine what is required for each role of the film crew and work in a role as each
	• Determine how actors can create authentic performances
		• Vocabulary Network
		• Guided Notes
		• Graphic Organizers
		• Pair-Share
		• Checks for understanding
		• Film a short movie participating in each of the different roles on a film set:
		  ○ Director
		  ○ Cinematographer
		  ○ Lighting Director
		  ○ Sound Director
		  ○ Script Supervisor
		• Logging footage activity
			• 9.1.3.H,
			• 9.1.3.J
			• 9.1.3.K
				• Cut
				• Shot
				• Frame
				• Preproduction
				• Production
				• Post Production
				• Producer
				• Director
				• Screenwriter
				• Director of Photographer
				• Editor
				• Camera Angle
				• Grip
				• Gaffer
				• Best Boy
				• Product Placement
				• Cinematography

Resources	Mass Media in a Changing World, 4th Edition; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket			
Formative	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check			

Assessments	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
Summative Assessments	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
Strategies for ELL and IEP Support	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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Unit	**Unit 5**: Post-Production
Big Ideas	• The process of completing a film - editing, foley, special effects, sound effects, sound track, exporting, distribution, animation, motion graphics
Essential Questions	• What is post-production? • What importance does post-production play in creating a film? • What is editing? • What is foley? • What are special effects? • What are sound effects? • What is a sound track? • How do we export a film? • How do we distribute a completed film? • What is animation and motion graphics? • What are frames per second? • What elements need to be present post-production to complete a film? • Who are the key players in post-production? • How do production companies distribute films when they are complete? • What importance do scripts and storyboards play in post-production? • What are the different roles in pre-production? • What is A-roll and B-roll used for? • What are the different units on an editing staff?
Key Learning Objectives & Skills	• Analyze what post-production is • Determine the importance of post- production • Create a functioning editing staff • Determine how to edit a film • Evaluate what special effects are • Determine the importance of foley and sound effects • Determine the importance of motion graphics and animation • Analyze the importance of soundtracks • Create an understanding of the importance of frames-per-second • Create a working knowledge of what A-roll and B-roll can be used for editing • Analyze how to market and distribute movies

Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
	Student will be able to:	• Vocabulary Network	• 9.1.3.H,	• Foley

45 Days	• Explain what post-production is and how it ties into pre-production and production • Explain how post-production helps create a film and why it is necessary in the process • Create a completed film product • Discuss the importance of motion graphics • Discuss the importance of soundtracks • Discuss the importance of special effects • Discuss the importance of foley and sound effects • Discuss the importance of a-roll and b-roll in post-production • Discuss the importance of script and storyboards in post-production • Identify what elements are specific to post- production versus pre-production and production • Determine what is required to distribute a film	• Guided Notes • Graphic Organizers • Pair-Share • Checks for understanding • Edit together a short film using special effects, foley, soundtracks, animation and motion graphics	• 9.1.3.J • 9.1.3.K	• Sound effects • Capture Scratch • Export • Import • Soundtracks • Motion Graphics • Animation • Frames-per-second • Distribution
Resources	Mass Media in a Changing World, 4th Edition; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket			
Formative Assessments	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			
Summative Assessments	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content			
Strategies for ELL and IEP Support	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			