

**Course Title – Mass Media**

**Implement start year – 2018-2019**

**Revision Committee Members, email, extension –**

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**Unit # 4 , topic –  
Television**

**Transfer Goal –** Students will be able to independently use their learning to analyze, evaluate, and then apply different perspectives on television entertainment.

## Stage 1 – Desired Results

### Established Goals

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

### 21<sup>st</sup> Century Themes ( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21<sup>st</sup> Century Skills

#### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

#### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● 20th-century American history and culture can largely be analyzed through television.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● cost and accessibility have driven content innovation towards both ends of the critical spectrum.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● the artistry of television should be appreciated by breaking down structure, narrative, and format, as well as the final product.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● How can television shows reflect the cultures in which they were created?</li> <li>● What can we learn from historical television shows?</li> <li>● What do our viewing habits say about us as a culture?</li> <li>● How do advertisers and sponsors influence the cultural content of programs?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● How has production cost altered television formats and content?</li> <li>● How does technology allow for innovation in content and format?</li> <li>● How can there be a separation in viewership and critical acclaim?</li> <li>● How does accessibility help and hurt content and viewership?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● What are the strengths and weaknesses of shows that have stand-alone storylines vs continuing storylines?</li> <li>● How does advertising affect the production and structure of television shows? How does this compare/contrast with subscription broadcasts?</li> <li>● How has the filming and framing of television changed from its inception to the modern day?</li> <li>● How does the length of a show/season/series affect the product?</li> <li>● What are TV tropes and why do certain TV tropes exist?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● important trends and events in television history and how they relate to US history.</li> <li>● how businesses and consumers helped shape content and society by funding programs that could either challenge or distract viewers</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● discuss how television shows reflect their culture's zeitgeist.</li> <li>● analyze the impact landmark shows had on their culture.</li> <li>● compare/contrast the relative societal value of different types of programming (i.e. game shows vs Edward R. Murrow).</li> </ul>

from certain issues.

*EU 2*

- how cost creates trends in format
- technology has created multiple outlets for different content and formats
- how critical acclaim can be connected to cost

*EU 3*

- how broadcast TV plot structure is largely defined by advertising.
- the role of camerawork in the appreciation of a show
- how important the chemistry of actors are on a tv show.
- the plot development of character arcs within an episode, season, and series
- the importance of conflicts to the narrative and character arc of a show

- analyze how TV shows content is often influenced by corporate opinion as much as it is by popular and critical opinion.

*EU 2*

- discuss how cost shapes companies when they are creating content and formats for a channel
- compare and contrast shows on different networks and platforms in relation to content and cost
- discuss the connection of critical acclaim, cost, and platform
- analyze the current TV market to look for trends or predict future trends

*EU 3*

- analyze the purpose of a three-act structure and how it exists within the business model.
- compare and contrast single-camera and multiple-camera shows.
- analyze the production value of TV shows.
- discuss a TV show arc.
- judge the value of a TV production and the merit of its artistry.

**Stage 2 – Assessment Evidence**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests
- In-class discussions
- Journals/Reflections

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Lesson on common TV show roles: producer, writer, director, editor, actor, creator, etc (A)
- Lesson on common genres: drama, comedy, sitcom, procedural, soap operas, game shows, reality shows, mockumentary, etc (A)
- Students will research how the act structure differs between 30-minute and 60-minute productions and discuss how this affects narrative (A, M)
- Students will watch and discuss different sitcoms in each decade (A,M)
- Students will compare and contrast similar genre shows from different years(A, M)
- Students will research important TV advertisers and sponsors and discuss their impact (A, M)
- Students will look at subscription-based programming and determine if it retains the structure of earlier broadcast programming (A, M)
- Compare and contrast the cost and quality of various genres (A, M)
- Create a timeline of television detailing important TV landmarks alongside important historical events (A, M)
- Compare and contrast structure in ad-subsidized TV shows and subscription-based TV shows. (A, M)
- Students will compare audience and critic scores for television shows to determine if there is a correlation (A, M)
- Students will examine popular TV tropes for a certain genre and examine a show to see how they are used (A, M)
- Students will imitate different early radio programs (M, T)
- Students will create narratives based on the minutia of their day (M, T)
- Students will create a business proposal for a television show to pitch to network executives and ad buyers (T)
- Students will create a budget for a traditional scripted television show and for a reality show and compare return on investment (A, M, T)

- **Students will analyze and discuss the evolution of tv credits and then create their own (A, M, T)**
- **Watch TV shows such as: *All in Family, I Love Lucy, The Cosby Show, The Mary Tyler Moore Show, The Simpsons, Seinfeld, Friends, Malcolm in the Middle, Cheers, Mash, Sanford & Son, Scrubs, The Sopranos, Twilight Zone, Black Mirror, Arrested Development, The Wonder Years, Community, The Office, Curb Your Enthusiasm, SNL, Key & Peele, any procedural drama, Louie, Breaking Bad, Stranger Things, OJ: Made in America***