

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### COMMUNICATIONS AND MEDIA 2

Course Number	5907
Department	English
Length of Course	One (1) semester
Grade Level	9-12
Credit	5 units per semester/ 5 Elective Credits
Pre-requisites	Successful completion of Communications and Media 1 and/or teacher approval
Board Approved	December 15, 2005

**Description of Course** – Students will build on the foundations of communications studies introduced in the beginning communications and media class. Students will apply the major recognized theories of communication through projects and presentations and conduct communications research using surveys and data collection. This course is designed to expand students' awareness of the role of mass communications in society related to the media, government, business and education. Students taking this course will study various forms of print, broadcast, and electronic media and discern the differences among the sender, receiver, and the message. This course is aligned with the State of California English/Language Arts standards.

**Rationale for Course** – The ability to be a proficient communicator transcends all academic subject matters. This class will increase students' ability to be proficient, persuasive communicators and instruct students in the proper communications writing formats and research methods utilizing available technologies. This course can also serve as the prerequisite class for students who wish to be on the staff of the school newspaper.

#### **Standard 1 – Written Communication**

##### **1.1 Objective: Writing Strategies**

##### *Research and Technology*

- 1.1.6 Performance Indicator: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.1.7 Performance Indicator: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.1.8 Performance Indicator: Integrate databases, graphics, and spreadsheets into word-processed documents.

- 1.2 Objective: Writing Applications (Genres and Their Characteristics)
  - 1.2.3 Performance Indicator: Write reflective compositions:
    - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
    - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
    - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
  - 1.2.4 Performance Indicator: Write historical investigation reports:
    - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
    - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
    - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
    - e. Include a formal bibliography.
  - 1.2.6 Performance Indicator: Deliver multimedia presentations:
    - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
    - b. Select an appropriate medium for each element of the presentation.
    - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
    - d. Test the audience's response and revise the presentation accordingly.

## **Standard 2 – Oral Communication**

- 2.1 Objective: Written and Oral English Language Conventions
  - 2.1.1 Performance Indicator: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
  - 2.1.2 Performance Indicator: Produce legible work that shows accurate spelling and correct punctuation and capitalization.
  - 2.1.3 Performance Indicator: Reflect appropriate manuscript requirements in writing.

## **Standard 3 – Receiving and Interpreting Information**

- 3.1 Objective: Listening and Speaking Strategies

### ***Comprehension***

- 3.1.1 Performance Indicator: Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 3.1.2 Performance Indicator: Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 3.1.3 Performance Indicator: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

### ***Speaking Applications (Genres and Their Characteristics)***

- 2.2.1 Performance Indicator: Deliver reflective presentations:
  - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2.2 Performance Indicator: Deliver oral reports on historical investigations:
  - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.2.4 Performance Indicator: Deliver multimedia presentations:
  - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

## **Communications Research**

### **Grade 11**

- 11.5 Objective: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**
  - 6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.**
  
- 11.8 Objective: Students analyze the economic boom and social transformation of post-World War II America.**
  - 7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.**
  - 8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).**

## **Principles of American Democracy and Economics**

### **Grade 12**

- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**
  - 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.**
  - 2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.**
  
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**
  - 1. Discuss the meaning and importance of a free and responsible press.**
  - 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.**
  - 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.**