

# Careers in Communication

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## 1. Question & Research Task

When you ask a four-year-old what they want to be when they grow up, they say funny things like “a dinosaur” or “Queen of the universe!” But as people get older, their answers get a little more serious and are often related to things that they like to do.

Do you like sharing music with people? Do you like to talk to large crowds? Are you a bit shy, but love technology? Well there just may be the perfect career for you in Mass Communication!



Image Source: Towson University

Click on the link above to learn more about mass communication studies at Towson University. Scroll down to watch the YouTube video.

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How can you evaluate your talents and skills in order to determine which mass communication career choice suits you best?**

## 2. Information Sources

Your career goal should be one that matches your talents and skills. Think about the skills and interests you have as you read about some career options in communications.

[If you are stuck, print out the survey for ideas!](#)

Use these resources to gather information about mass communication careers as directed on Slide 3.

- [Top 10 Careers in Communications](#)
- [Entry Level Jobs for Communications Majors](#)
- [Career Cluster Overview: Arts, Audio/Video Technology, and Communications](#)
- [Occupational Outlook Handbook: Media and Communication Occupations](#)



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If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.

### 3. Student Activity

Use the information sources on Slide 2 to complete the Career Analysis chart.



## 4. Assessment Activity

How can you evaluate your talents and skills in order to determine which mass communication career choice suits you best?

COMMUNICATION CAREER CHOICE SUITS YOU BEST?

Now that you are familiar with the requirements and skills necessary for your chosen profession, create a job announcement for a newspaper or job posting website.

Be sure to include:

- Educational Requirements
- Salary Information
- Duties & Responsibilities
- Skills & Applicable Talents

These ads can be created using:

Google Slides, Voice Thread, Wixie, or any other platform approved by your teacher. \*Access BCPS Digital Content in the [Apps Portal](#).



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## 5. Enrichment Activities

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An applicant has answered your job announcement! Script an interview with [Henry Smith](#) based on the information provided in his resume.

OR

Create a narrative of “Day in the Life” of someone in your chosen profession. You may write this narrative or create an animated presentation. Include as many details to their day as you can!

# 6. Teacher Resources

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**Time Frame:** 1 90-minute class period

## Differentiation strategies for this lesson:

- Access BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out the [survey](#) on Slide 2 prior to instruction.
- Accessibility readers will be unable to read the student interest survey. Students who need accessibility readers will need additional support for this printed material.

## Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.
- Consider [using the Schoology Assignment Apps feature](#) to assign Google documents and files for students to access, edit and submit through Schoology.

## Learning Standards Alignment

### BCPS Curriculum:

- Students will conduct internet research on a career in the communication field in order to create a presentation about a communication occupation.

### Maryland State Curriculum:

- Standard 1: Self-Awareness: Students shall acquire and apply self-knowledge in order to develop personal, learning and career goals.
- Standard 2: Career Awareness: Students will use the Maryland Career Clusters and Pathways in order to understand their relationship to educational achievement and lifelong learning.

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2022 [Use this form to report broken links.](#)