High School Broadcast Journalism Curriculum

Course Description: This course is a professionally-oriented media course. Writing techniques and sports writing are emphasized. On-the-air experience, including announcing skills and production techniques, will be available. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines. This course counts as 1 practical art credit.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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</thead>
</table>
| 2 Weeks     | Readers and Rollouts          | Topic 1: Introduction to Broadcast Journalism  
|             |                               | Topic 2: Broadcast Writing Structure  
|             |                               | Topic 3: Camera Functions and Editing 101                                              |
| 2 Weeks     | Voiceovers                    | Topic 1: Shooting 101  
|             |                               | Topic 2: Writing  
|             |                               | Topic 3: Editing                                                                         |
| 2-3 Weeks   | Voiceovers and Sound on Tape  | Topic 1: Shooting Sequences  
|             |                               | Topic 2: Interviews  
|             |                               | Topic 3: Editing VO/SOTS                                                                 |
| 4-5 Weeks   | Packages and Broadcast        | Topic 1: Feature Package (Story) Development  
|             | Journalists                   | Topic 2: ENG (Electronic News Gathering) for a PKG  
|             |                               | Topic 3: Editing and Writing the PKG                                                     |
| 4-5 Weeks   | News Stories and News         | Topic 1: News Package and News Production                                              |
|             | Networks                      |                                                                                      |
Curriculum Revision Tracking

Spring 2019

- Standards updated to reflect revised national Student Television Network standards
Unit 1: Readers and Rollouts

Subject: Broadcast Journalism
Grade: 9-12
Name of Unit: Readers and Rollouts
Length of Unit: 2 Weeks

Overview of Unit: Students will learn how to write for voice through the completion of a three to five sentence story. The story will be presented as a reader on camera. Students will also learn the basic functions of the editor by taking clips previously recorded and edit those clips into a rollout. Students will include a music bed in the rollout through the broadcast subscribed music library.

Priority Standards for unit:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.

Supporting Standards for unit:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- STN B6.2-Display confidence through maintaining eye contact and providing positive body language towards the camera.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
| Unwrapped Concepts  
(Student need to know) | Unwrapped Skills  
(Student need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK |
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</thead>
<tbody>
<tr>
<td>effective structure with a beginning, middle, and end to the story.</td>
<td>provide</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>flow with a beginning, middle, and end to the story.</td>
<td>provide</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>with a clear voice. Use active verbs and smooth transitions from one point of the story to the next.</td>
<td>write</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>with a conversational tone. Use active verbs and smooth transitions from one point of the story to the next.</td>
<td>write</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>with correct pronunciation along with good pacing.</td>
<td>speak</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>annunciation and inflection to provide human interest or dramatic impact.</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>abilities to use and maintain technological products and systems</td>
<td>develop</td>
<td>Apply</td>
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</tbody>
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**Essential Questions:**
1. What is Broadcast Journalism and how is it effective?
2. What is writing for voice and how is it unique from other writing styles?
3. What are the basic camera operations and how do they work?

**Enduring Understanding/Big Ideas:**
1. Journalism derives from the 1st Amendment in the constitution through the freedom of the press.
2. Writing for broadcast journalism is written to be spoken. It must include lead-ins that hook the audience without giving the story away. Segues may be necessary to transition from a story on one topic to a story on another topic in order to create flow in a newscast.
3. Camera parts and its functions are essential to executing an effective broadcast.
## Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
</tr>
<tr>
<td>Freedom of the Press</td>
<td>Writing for Voice</td>
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<td></td>
<td>Lead-in</td>
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<td></td>
<td>Audio Operator</td>
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<td></td>
<td>Anchor</td>
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</tbody>
</table>

## Resources for Vocabulary Development:

Text-Broadcast Journalism and Film Production by Phil Harris
University of Missouri-Columbia Journalism School
Engaging Experience 1
Title: Note-taking and discussion on freedom of the press and broadcast journalism
Suggested Length of Time: 1-2 days
Standards Addressed
Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
Supporting:
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
Detailed Description/Instructions: Students receive basic terms and definitions for Broadcast, Journalism, and Writing for Voice. Students discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. Students share how they could play the role as journalists at their high school. Students receive examples of writing for voice.
Bloom’s Levels: Create
Webb’s DOK: 2

Engaging Experience 2
Title: Journal submissions for Writing for Voice in Broadcasting
Suggested Length of Time: 4-5 days
Standards Addressed
Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
Detailed Description/Instructions: Students provide a journal entry per day with topics ranging from identifying lead-ins and segues to speaking/writing styles. Students watch a brief video clip and then respond.
Bloom’s Levels: Create
Webb’s DOK: 2
Topic 2: Broadcast Writing Structure

**Engaging Experience 1**

**Title:** News Conference Simulation  
**Suggested Length of Time:** 2 days  
**Standards Addressed**

*Priority:*
- STN B2.2: Provide effective structure and flow with a beginning, middle, and end to the story.

*Supporting:*
- TLS.17: Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students act as reporters at a news conference, taking notes on each student as they share two truths and a lie about themselves. Student reporters must ask questions until they discover the two facts that are true about the student. Student reporters take notes on each student as they will each be assigned an individual student for a future story subject.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** Readers (writing a basic broadcast story to be delivered on camera)  
**Suggested Length of Time:** 1-2 days  
**Standards Addressed**

*Priority:*
- STN B2.2: Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4: Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
● STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

Supporting:
● STN B6.2-Display confidence through maintaining eye contact and providing positive body language towards the camera.
● STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
● TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
● ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will write a broadcast story in the form of a Reader covering the two truths about a classmate from information gathered in the news conference. The focus of the writing will be developing a lead-in and/or segue to begin the story.

Bloom’s Levels: Create
Webb’s DOK: 2
Engaging Experience 1
Title: Set up for a studio camera
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
Supporting:
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
Detailed Description/Instructions: Students will learn the three basic steps to setting up a studio camera. After researching functions using the text material, students will execute the steps of white balance, pre-focus, and iris on the studio cameras.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Rollouts
Suggested Length of Time: 1-2 days
Standards Addressed
Priority:
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
Supporting:
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
Detailed Description/Instructions: Students will be introduced to editing video clips by using clips recorded by the instructor from the news conference activity. Students will transfer clips to the computer and edit clips onto a timeline in Adobe Premiere. The editing 30 second video will be used as a rollout in the engaging scenario.
Bloom’s Levels: Apply
Webb’s DOK: 2
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will work in pairs on a newscast with readers and rollouts. Each student will insert their previously written readers on the news conference into a television news script on Google Docs. Students will include an edited rollout from the news conference to end the newscast. When students are not presenting the newscast they will run studio production for the other groups.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<tbody>
<tr>
<td>Introduction to Broadcast Journalism</td>
<td>Note-taking and discussion on freedom of the press and broadcast journalism</td>
<td>Students receive basic terms and definitions for Broadcast, Journalism, and Writing for Voice. Students discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. Students share how they could play the role as journalists at their high school. Students receive examples of writing for voice.</td>
<td>1-2 days</td>
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<td>Introduction to Broadcast Journalism</td>
<td>Journal submissions for Writing for Voice in Broadcasting</td>
<td>Students provide a journal entry per day with topics ranging from identifying lead-ins and segues to speaking/writing styles. Students watch a brief video clip and then respond.</td>
<td>4-5 days</td>
</tr>
<tr>
<td>Broadcast Writing Structure</td>
<td>News Conference Simulation</td>
<td>Students act as reporters at a news conference, taking notes on each student as they share two truths and a lie about themselves. Student reporters must ask questions until they discover the two facts that are true about the student. Student reporters take notes on each student as they will each be assigned an individual student for a future story subject.</td>
<td>2 days</td>
</tr>
<tr>
<td>Broadcast Writing Structure</td>
<td>Readers (writing a basic broadcast story to be delivered on camera)</td>
<td>Students will write a broadcast story in the form of a Reader covering the two truths about a classmate from information gathered in the news conference. The focus of the writing</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Camera Functions and Editing 101</td>
<td>Set up for a studio camera</td>
<td>Students will learn the three basic steps to setting up a studio camera. After researching functions using the text material, students will execute the steps of white balance, pre-focus, and iris on the studio cameras.</td>
<td>1 day</td>
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<td>Camera Functions and Editing 101</td>
<td>Rollouts</td>
<td>Students will be introduced to editing video clips by using clips recorded by the instructor from the news conference activity. Students will transfer clips to the computer and edit clips onto a timeline in Adobe Premiere. The editing 30 second video will be used as a rollout in the engaging scenario.</td>
<td>1-2 days</td>
</tr>
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Unit 2: Voiceovers

Subject: Broadcast Journalism 1
Grade: 9-12
Name of Unit: Voiceovers
Length of Unit: 2 weeks

Overview of Unit: Students will be introduced to electronic news gathering (the process of shooting/gathering news) through the completion of a video scavenger hunt. In groups, students will film and edit b-roll from the video scavenger hunt. Students will write a script about using writing for voice techniques. Students will present the story as a voiceover.

Priority Standards for unit:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

Supporting Standards for unit:
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
• ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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<td>effective structure and flow with a beginning, middle, and end to the story.</td>
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<td>Apply</td>
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<td>a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.</td>
<td>sketch</td>
<td>Create</td>
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<td>effective reveals.</td>
<td>write</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>new information or share a unique experience to the viewer.</td>
<td>identify</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.</td>
<td>tell</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>a command of the conventions of standard English grammar and usage including spelling and punctuation.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
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</table>

**Essential Questions:**
1. What is a voiceover (VO) and how do you execute it in a newscast?
2. How is broadcast writing style different than print or online?

**Enduring Understanding/Big Ideas:**
1. In television, video dictates writing. Writing should support the visual story by explaining what we see rather than describing it.
2. Writing style for broadcast differs from print through the use of short sentences and phrases, punctuation for pauses, active voice, and approximate numbers used for statistics.
**Unit Vocabulary:**

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<td>Audio Operator</td>
<td>Teleprompter</td>
</tr>
<tr>
<td>Anchor</td>
<td>Audio Operator</td>
</tr>
<tr>
<td>Voiceover</td>
<td>Anchor</td>
</tr>
<tr>
<td>B-roll</td>
<td>Voiceover</td>
</tr>
<tr>
<td>Natural Sound</td>
<td>B-roll</td>
</tr>
<tr>
<td>Shotgun Mic</td>
<td>Natural Sound</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Text-Broadcast Journalism and Film Production by Phil Harris
University of Missouri-Columbia Journalism School
Engaging Experience 1
Title: Storyboard
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.

Detailed Description/Instructions: Students will work in pairs on a video scavenger hunt. Students will storyboard the shots they are individually responsible for within their group.

Bloom’s Levels: Create
Webb’s DOK: 2

Engaging Experience 2
Title: Scavenger Hunt
Suggested Length of Time: 2 days
Standards Addressed

Priority:
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

Supporting:
- Students will develop the abilities to use and maintain technological products and systems (TLS.12)
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students work in pairs as they film the shots from their storyboard.

Bloom’s Levels: Create
Webb’s DOK: 2
Topic 2: Writing

Engaging Experience 1
Title: Convert a newspaper story into a broadcast story
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.

Supporting:
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

Detailed Description/Instructions: Students will cut out newspaper articles from a recent issue of the local paper. Students will rewrite the article using broadcast writing conventions.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Convert a school announcement into a broadcast story
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.

Supporting:
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

Detailed Description/Instructions: Students will access the daily bulletin on Infinite Campus and choose a school announcement to re-write using broadcast writing conventions.

Bloom’s Levels: Apply; Webb’s DOK: 2
Engaging Experience 1
Title: Sequencing events
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

Supporting:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will edit their scavenger hunt in pairs with a focus on creating a voiceover on the subject of what takes place in broadcast journalism using well-structured event sequences.

Bloom’s Levels: Create
Webb’s DOK: 3

Engaging Experience 2
Title: Writing matching b-roll
Suggested Length of Time: 2 days
Standards Addressed

Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
● STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.


Supporting:

● STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

● ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students write the voiceover in pairs. The writing must tell the story of what takes place in broadcast journalism and match the edited b-roll (video) at the same time.

Bloom’s Levels: Create

Webb’s DOK: 3
**Engaging Scenario**: Students in pairs will present a newscast with a voiceover to the class. Students will also include their individually written stories from the newspapers and school announcements in the newscast. When students are not presenting, they are running cameras, audio, teleprompter, directing, and producing the newscast for another group.
## Summary of Engaging Learning Experiences for Topics

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<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<tbody>
<tr>
<td>Shooting 101</td>
<td>Storyboard</td>
<td>Students will work in pairs on a video scavenger hunt. Students will storyboard the shots they are individually responsible for within their group.</td>
<td>1 day</td>
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<td>Shooting 101</td>
<td>Scavenger Hunt</td>
<td>Students work in pairs as they film the shots from their storyboard.</td>
<td>2 days</td>
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<td>Writing</td>
<td>Convert a newspaper story into a broadcast story</td>
<td>Students will cut out newspaper articles from a recent issue of the local paper. Students will rewrite the article using broadcast writing conventions.</td>
<td>1 day</td>
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<td>Writing</td>
<td>Convert a school announcement into a broadcast story</td>
<td>Students will access the daily bulletin on Infinite Campus and choose a school announcement to re-write using broadcast writing conventions.</td>
<td>1 day</td>
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<td>Editing</td>
<td>Sequencing events</td>
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<tr>
<td>Editing</td>
<td>Writing matching b-roll</td>
<td>Students write the voiceover in pairs. The writing must tell the story of what takes place in broadcast journalism and match the edited b-roll (video) at the same time.</td>
<td>2 days</td>
</tr>
</tbody>
</table>
Unit 3: Voiceovers and Sound on Tape

Subject: Broadcast Journalism 1
Grade: 9-12
Name of Unit: Voiceovers and Sound on Tape
Length of Unit: 2-3 Weeks
Overview of Unit: Students will learn advanced concepts in shooting b-roll through the art of filming sequences and avoiding jump cuts while also being introduced to interview production. Students will showcase what they learned in the production of a VOSOT at the end of the unit.

Priority Standards for unit:
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting Standards for unit:
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.</td>
<td>prepare</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.</td>
<td>tell</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>smooth sequences and transitions. Avoid common editing mistakes</td>
<td>edit</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: March 8, 2018
Board First Read with Revisions: February 28, 2019
which include jump cuts and flash frames. Editing should not distract from the focus of the story.

Audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.

Balance Apply 2

Tell Analyze 3

Provide Apply 2

**Essential Questions:**
1. How do you conduct a television interview?
2. What is a VO/SOT and how is it organized in a newscast?

**Enduring Understanding/Big Ideas:**
1. Rule of thirds framing is essential when filming interviews in order to provide a conversational setting for the interview subject and the audience.
2. Writing should set up sound on tape without giving away the content of the sound.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
</tr>
<tr>
<td>Storyboard</td>
<td>Writing for Voice</td>
</tr>
<tr>
<td>Interview</td>
<td>Lead-in</td>
</tr>
<tr>
<td></td>
<td>Segue</td>
</tr>
</tbody>
</table>
Pre-Focus
Iris
White Balance
Technical Director
Producer
Camera Operator
Teleprompter
Audio Operator
Anchor
Voiceover (VO)
B-roll
Natural Sound
Sound on Tape (SOT)
Rule of Thirds
Jump Cut
bite
Character Generator (CG)
Lower Third
Cut Away
Reaction Shot
Total Run Time (TRT)

Resources for Vocabulary Development:
Text-Broadcast Journalism and Film Production by Phil Harris
University of Missouri-Columbia Journalism School
Topic 1: Shooting Sequences

Engaging Experience 1
Title: Storyboard and film sequences
Suggested Length of Time: 2-3 days
Standards Addressed

Priority:
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

Supporting:
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- Students will develop the abilities to use and maintain technological products and systems (TLS.12)
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will be assigned to complete a story in the form of a VO/SOT on another member of their group. Students will storyboard and film sequences of their partner using a prop from something that is that person’s hobby (example-if their partner plays basketball, the student films sequences of that person playing basketball).

Bloom’s Levels: Create
Webb’s DOK: 3

Engaging Experience 2
Title: Storyboard and film cutaways
Suggested Length of Time: 1 day (in conjunction with engaging experience 1 under topic 1)
Standards Addressed

Priority:
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
Supporting:

- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will film cut away shots of another group member who is not the main subject in the story in order to avoid jump cuts. (For example, if the story is on a person playing basketball, the student needs to film another member of the group who is the fan or coach).

Bloom’s Levels: Create

Webb’s DOK: 2
**Engaging Experience 1**  
**Title:** Reporter Interview  
**Suggested Length of Time:** 2-3 days  
**Standards Addressed**  
*Priority:*  
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.  
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.  

*Supporting:*  
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.  
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.  
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  

**Detailed Description/Instructions:** The student is the reporter and their story is on their partner’s hobby. They must ask questions that lead to answering the 5 W’s in the story. After planning their questions, they will conduct an on-camera interview with their story subject.  

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 2**  
**Title:** Rule of Thirds  
**Suggested Length of Time:** 1-2 days (in conjunction with engaging experience 1 in topic 2)  
**Standards Addressed**  
*Priority:*  
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
Supporting:

- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.

Detailed Description/Instructions: After an in-class demonstration, students will proceed to film their assigned interview using rule of thirds framing principles.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 3: Editing VO/SOTS

**Engaging Experience 1**

**Title:** Editing the VO

**Suggested Length of Time:** 2-3 days

**Standards Addressed**

*Priority:*

- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

*Supporting:*

- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students will edit the voiceover as part of their VO/SOT. The voiceover should include sequences, cutaways, and avoid jump cuts. The VO should be 30-40 seconds in length.

**Bloom’s Levels:** Create

**Webb’s DOK:** 3
Engaging Experience 2

Title: Editing the SOT

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.

Supporting:

- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will edit one answer from their interview that provided a personal connection or emotional tie between the person and their hobby. The answer will be used as the SOT portion of the final VO/SOT. The answer should be 12-15 seconds in length.

Bloom’s Levels: Create

Webb’s DOK: 2
Engaging Experience 3
Title: Writing the VO/SOT
Suggested Length of Time: 1-2 days

Standards Addressed

Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The student will write a voiceover with the use of broadcast writing conventions. The last sentence must also set up the SOT.

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Scenario

Engaging Scenario Students will type their VO/SOTS in a television news script on Google Docs. Script cues must be included for VO, SOT, TRT, and CG. Students will present their newscast in small groups. If a student is not an anchor, he or she should be directing the newscast. ALL students will be provided background knowledge on directing and cueing multiple videos to play live in a newscast.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shooting Sequences</td>
<td>Storyboard and film sequences</td>
<td>Students will be assigned to complete a story in the form of a VO/SOT on another member of their group. Students will storyboard and film sequences of their partner using a prop from something that is that person’s hobby (example-if their partner plays basketball, the student films sequences of that person playing basketball).</td>
<td>2-3 days</td>
</tr>
<tr>
<td>Shooting Sequences</td>
<td>Storyboard and film cutaways</td>
<td>Students will film cut away shots of another group member who is not the main subject in the story in order to avoid jump cuts. (For example, if the story is on a person playing basketball, the student needs to film another member of the group who is the fan or coach).</td>
<td>1 day (in conjunction with Engaging Experience 1)</td>
</tr>
<tr>
<td>Interviews</td>
<td>Reporter Interview</td>
<td>The student is the reporter and their story is on their partner’s hobby. They must ask questions that lead to answering the 5 W’s in the story. After planning their questions, they will conduct an on-camera interview with their story subject.</td>
<td>2-3 days</td>
</tr>
<tr>
<td>Interviews</td>
<td>Rule of Thirds</td>
<td>After an in-class demonstration, students will proceed to film their assigned interview using rule of thirds framing principles.</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Editing VO/SOTS</td>
<td>Editing the VO</td>
<td>Students will edit the voiceover as part of their VO/SOT. The voiceover should</td>
<td>2-3 days</td>
</tr>
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<td>Editing VO/SOTS</td>
<td>Editing the SOT</td>
<td>Students will edit one answer from their interview that provided a personal connection or emotional tie between the person and their hobby. The answer will be used as the SOT portion of the final VO/SOT. The answer should be 12-15 seconds in length.</td>
<td>1 day</td>
</tr>
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<td>Editing VO/SOTS</td>
<td>Writing the VO/SOT</td>
<td>The student will write a voiceover with the use of broadcast writing conventions. The last sentence must also set up the SOT.</td>
<td>1-2 days</td>
</tr>
</tbody>
</table>
Subject: Broadcast Journalism 1
Grade: 9-12
Name of Unit: Packages and Broadcast Journalists
Length of Unit: 4-5 Weeks
Overview of Unit: Students will work in pairs as reporters and photographers as they produce their first video package and present it in the form of a feature story for the school news.

Priority Standards for unit:

- STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
- STN B1.3-Identify interview subject(s) that are credible sources for your story.
- STN B1.4-Identify interview subject(s) that generate a high level of engagement.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

**Supporting Standards for unit:**

- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W's and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

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<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<td>the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.</td>
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<td>interview subject(s) that are credible sources for your story.</td>
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<td>with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.</td>
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<td>with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.</td>
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<td>time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.</td>
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<td>Analyze</td>
<td>3</td>
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well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.

| using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes. | capture | Apply | 3 |
| and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct. | create | Create | 4 |
| the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound. | (create) edit | Apply | 2 |
| effective structure and flow with a beginning, middle, and end to the story. | provide | Evaluate | 4 |

**Essential Questions:**
1. What video/audio/elements make up a package? How does your writing and those elements work together in order to tell a story?
2. How can the qualities of a professional in the broadcast journalism field be developed?

**Enduring Understanding/Big Ideas:**
1. A television package is the most common form of storytelling in television news. It is essential to maintain a sharp focus throughout the story while keeping the length at 90 seconds to 2 minutes.
2. Broadcast journalists must be equipped with multiple skills in order to be successful in the profession. Broadcast journalists are storytellers and their stories impact the audience.

**Unit Vocabulary:**

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<td>Interview</td>
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<td>Television News</td>
<td>Rule of Thirds</td>
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<td>Jump Cut</td>
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<td>Package</td>
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<td>Closing Shot</td>
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<td>Voice Track</td>
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<td>News Reporting</td>
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**Resources for Vocabulary Development:**
Text-Broadcast Journalism and Film Production by Phil Harris
University of Missouri-Columbia Journalism School
Topic 1: Feature Package (Story) Development

Engaging Experience 1
Title: Story Idea Form
Suggested Length of Time: 2-3 days
Standards Addressed

Priority:

- STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.

Detailed Description/Instructions: Students will brainstorm on a possible feature story on someone or something at school. Students must identify a central compelling character who has a story worth telling. A story worth telling is a story that the audience would want to know. The story should be visually compelling and timely. The target audience is high school students. Students will sign off on an initial due date and a final air date.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Storyboard
Suggested Length of Time: 1-2 days
Standards Addressed

Priority:

- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

Supporting:

- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
**Detailed Description/Instructions:** Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 3

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**Engaging Experience 3**  
**Title:** Interview Questions form  
**Suggested Length of Time:** 1-2 days  
**Standards Addressed**  

**Priority:**  
- STN B1.3-Identify interview subject(s) that are credible sources for your story.  
- STN B1.4-Identify interview subject(s) that generate a high level of engagement.  

**Supporting:**  
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.  
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.  
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces  
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.  
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.  

**Detailed Description/Instructions:** Students will complete a handout identifying at least three interviews for their story. Students will provide questions for each interview subject. Each question should begin with the five W’s.  
**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3
Topic 2: ENG (Electronic News Gathering) for a PKG

Engaging Experience 1
Title: Capture package b-roll
Suggested Length of Time: 5 days
Standards Addressed

Priority:

- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.

Supporting:

- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Students will capture b-roll for the package. Students are responsible for filming sequences and cutaways that provide opportunities for natural sound. Students are encouraged to film in multiple locations.

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Experience 2
Title: Conduct interviews for the package
Suggested Length of Time: 5 days
Standards Addressed

Priority:
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.

Supporting:
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will conduct an interview with the central compelling character. Students will conduct interviews with other subjects who are connected to the central compelling character.

Bloom’s Levels: Create; Webb’s DOK: 3
Engaging Experience 1
Title: Editing the interviews
Suggested Length of Time: 2-3 days
Standards Addressed

Priority:
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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● TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Students will edit down multiple sound bites from the raw interview footage. Students will order the bites on the timeline in a way that tells a story (lead-in, story identification, story details, conclusion).

Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 2
Title: Writing and Voicing
Suggested Length of Time: 2-3 days

Standards Addressed
Priority:

● STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
● STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
● STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
● STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
● STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:

● STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
● STN B6.3-Speak with correct pronunciation along with good pacing. Use
annunciation and inflection to provide human interest or dramatic impact.
● STN B5.5-Collaborate with your staff upon show completion to identify what
went wrong, what went right, and what can be improved for next time.
● ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and
express themselves creatively for a variety of purposes using the platforms, tools,
styles, formats and digital media appropriate to their goals.
● TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and
create unique and complex individuals.
● TT.AB.I.5: Students will recognize traits of the dominant culture, their home
culture and other cultures and understand how they negotiate their own identity in
multiple spaces
● TT.AB.D.6: Students will express comfort with people who are both similar to
and different from them and engage respectfully with all people.
● TT.AB.D.7: Students will develop language and knowledge to accurately and
respectfully describe how people (including themselves) are both similar to and
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● TT.AB.D.8: Students will respectfully express curiosity about the history and
lived experiences of others and will exchange ideas and beliefs in an open-minded
way.
● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g.,
based speech) and injustice at the institutional or systemic level (e.g.,
discrimination).

Detailed Description/Instructions: Students will write and voice tracks that set up or transition
to each part of the story. Students will edit down tracks and fit them in between sound bites on
the timeline.
Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 3
Title: Editing b-roll and adjusting audio (PKG completion)
Suggested Length of Time: 2-3 days
Standards Addressed
Priority:
● STN B4.2-Create using unique editing techniques to tell the story. These
techniques could include unique perspectives, surprises, or unexpected outcomes.
STN B4.4-Create and edit graphics/effects in the video that add to the production
value. Graphics/Effects should not distract from telling the story. Titles and other
textual elements should be balanced and must be grammatically correct.
● STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.

● STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.

● STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

● STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:

● STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.

● STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

● TLS.12 Students will develop the abilities to use and maintain technological products and systems.

● TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.

● ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

**Detailed Description/Instructions:** Students will insert b-roll over the top of the voice tracks in the timeline. B-roll and writing should support each other. Students will include multiple natural sound breaks and tweak audio upon completion of the package.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4
Engaging Scenario  Each student will identify a broadcast journalist from the profession. Each student will create and present a PowerPoint or Google Presentation detailing the journalist’s career ladder, storytelling (PKG’s), and contribution to the presentation. Presentations should be visual (include online video clips of the Journalist’s work and pictures on the slides).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
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<td>Feature Package (Story) Development</td>
<td>Storyboard</td>
<td>Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.</td>
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<td>Feature Package (Story) Development</td>
<td>Interview Questions form</td>
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<td>ENG (Electronic News Gathering) for a PKG</td>
<td>Capture package b-roll</td>
<td>Students will capture b-roll for the package. Students are responsible for filming sequences and cutaways that provide opportunities for natural sound. Students are encouraged to film in multiple locations.</td>
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<td>2-3 days</td>
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<tr>
<td>Editing and Writing the PKG</td>
<td>Editing b-roll and tweaking audio (PKG completion)</td>
<td>Students will insert b-roll over the top of the voice tracks in the timeline. B-roll and writing should support each other. Students will include multiple natural sound breaks and tweak audio upon completion of the package.</td>
<td>2-3 days</td>
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</table>
Unit 5: News Stories, Networks, and Newscasts

Subject: Broadcast Journalism 1
Grade: 9-12
Name of Unit: News Stories and News Networks
Length of Unit: 4-5 Weeks
Overview of Unit: Students will identify more than one side to a news story through the coverage of a mock news event in class. In small groups, students will produce a news package of the mock news event which will include all sides/perspectives of the news event. Groups will also produce a reporter stand up.

Priority Standards for unit:
- STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
- STN B1.3-Identify interview subject(s) that are credible sources for your story.
- STN B1.4-Identify interview subject(s) that generate a high level of engagement.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
• STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.

• STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

• STN B5.1-Coordinate with your production staff and compile content for a newscast. Organize your rundown based on what is most important, new, developing, breaking, etc.

• STN B5.2-Multi-task by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.

• STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

• STN B4.3-Provide a high level of production value. A high production value shows an effort to move beyond simple production techniques in order to achieve more difficult levels of production.

• STN B1.5-Confirm that all information being reported is accurate. The reporter must remain objective while covering all sides to a story

Supporting Standards for unit:

• STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.

• STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.

• STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.

• STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.

• STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

• STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

• STN B5.3-Create graphics using correct grammar and punctuation. Ensure that names are spelled correctly. Create graphics that are visually designed to enhance the newscast.

• TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
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<td>the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.</td>
<td>identify</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>Task</td>
<td>Identification</td>
<td>Understanding</td>
<td>Complexity</td>
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<tr>
<td>Interview subject(s) that are credible sources for your story.</td>
<td>identify</td>
<td>Understand</td>
<td>2</td>
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<td>Interview subject(s) that generate a high level of engagement.</td>
<td>identify</td>
<td>Understand</td>
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<td>With a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.</td>
<td>write</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>With correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.</td>
<td>voice</td>
<td>Apply</td>
<td>2</td>
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<td>Time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.</td>
<td>identify</td>
<td>Analyze</td>
<td>3</td>
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<td>Well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.</td>
<td>capture</td>
<td>Apply</td>
<td>3</td>
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<td>Using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.</td>
<td>create</td>
<td>Create</td>
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<td>And edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.</td>
<td>(create) edit</td>
<td>Apply</td>
<td>2</td>
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<td>The story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.</td>
<td>tell</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>Effective structure and flow with a beginning, middle, and end to the story.</td>
<td>provide</td>
<td>Evaluate</td>
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With your production staff coordinate Your rundown based on what is most important, new, developing, breaking, etc.
by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.

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<th>Activities</th>
<th>Skill</th>
<th>Level</th>
<th>Value</th>
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<tr>
<td>multi-task Apply 4</td>
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<td>Create</td>
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</tr>
<tr>
<td>that all information being reported is accurate. The reporter must remain objective while covering all sides to a story.</td>
<td>confirm (report)</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What is a News Package and how does it differ from other styles of storytelling?
2. What is a News Network and how is it shaped by the target audience?
3. How can one differentiate between a live shot, look live, and stand up and why are they valuable?

**Enduring Understanding/Big Ideas:**
1. In order to maintain objectivity, one must cover all sides to a story when covering a news issue or event.
3. On location reporting provides the picture that the reporter is on the scene.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domains Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
</tr>
<tr>
<td>Storyboard</td>
<td>Writing for Voice</td>
</tr>
<tr>
<td>News Story</td>
<td>Lead-in</td>
</tr>
<tr>
<td>Interview</td>
<td>B-roll</td>
</tr>
<tr>
<td>Breaking News</td>
<td>Natural Sound</td>
</tr>
<tr>
<td>Freedom of the Press</td>
<td>Rule of Thirds</td>
</tr>
<tr>
<td>Television Networks</td>
<td>Jump Cut</td>
</tr>
</tbody>
</table>

Board Approved: March 8, 2018
Board First Read with Revisions: February 28, 2019
<table>
<thead>
<tr>
<th>Bite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Generator</td>
</tr>
<tr>
<td>Lower Third</td>
</tr>
<tr>
<td>Cut Away</td>
</tr>
<tr>
<td>Reaction Shot</td>
</tr>
<tr>
<td>News Package</td>
</tr>
<tr>
<td>Opening Shot</td>
</tr>
<tr>
<td>Closing Shot</td>
</tr>
<tr>
<td>Voice Track</td>
</tr>
<tr>
<td>Look Live</td>
</tr>
<tr>
<td>Live Shot</td>
</tr>
<tr>
<td>Stand Up</td>
</tr>
<tr>
<td>Geographic Target</td>
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<td>Demographic Target</td>
</tr>
<tr>
<td>News Ratings</td>
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<tr>
<td>Commercial</td>
</tr>
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<td>PSA</td>
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<tr>
<td>Show Open</td>
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<tr>
<td>Segue</td>
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<tr>
<td>Pre-Focus</td>
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<td>Iris</td>
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<td>White Balance</td>
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<td>Technical Director</td>
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<tr>
<td>Producer</td>
</tr>
<tr>
<td>Camera Operator</td>
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<tr>
<td>Teleprompter</td>
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<tr>
<td>Audio Operator</td>
</tr>
<tr>
<td>Anchor</td>
</tr>
<tr>
<td>Voiceover</td>
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<tr>
<td>Sound on Tape</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Text-Broadcast Journalism and Film Production by Phil Harris
University of Missouri-Columbia Journalism School
Engaging Experience 1
Title: News Package
Suggested Length of Time: 2 weeks
Standards Addressed

Priority:

- STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
- STN B1.3-Identify interview subject(s) that are credible sources for your story.
- STN B1.4-Identify interview subject(s) that generate a high level of engagement.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
● STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

**Supporting:**

● STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W’s and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.

● STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.

● STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.

● STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.

● STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

● STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

● TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

● TLS.12 Students will develop the abilities to use and maintain technological products and systems.

● TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.

● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
● ISTE-CREATIVE Communicator.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
● TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
● TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
● TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
● TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
● TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Students are given a story prompt based on a recent newspaper article. Students are to report and expand on the news article topic in the form of a television news package.
Bloom’s Levels: Create
Webb’s DOK: 3

Engaging Experience 2
Title: Crazy 8’s story
Suggested Length of Time: 3-4 weeks

Standards Addressed
Priority:

● STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
● STN B1.3-Identify interview subject(s) that are credible sources for your story.
● STN B1.4-Identify interview subject(s) that generate a high level of engagement.
● STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
● STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
• STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
• STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
• STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
• STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.
• STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
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• STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can’t go.
• STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:
• STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W's and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
• STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
• STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
• STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds’ framing, depth of field, point of view, etc.
• STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
● STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

● TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

● TLS.12 Students will develop the abilities to use and maintain technological products and systems.

● TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.

● ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

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● TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

● TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

● TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

● TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

● TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
Detailed Description/Instructions: Students work individually to provide a story in the form of a news or feature package for the end of year Crazy 8’s newscast. Students will have 8 class days to film and 8 class days to edit.

Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 3

Title: Crazy 8’s newscast

Suggested Length of Time: 3-4 weeks

Standards Addressed

Priority:

- STN B5.1-Coordinate with your production staff and compile content for a newscast. Organize your rundown based on what is most important, new, developing, breaking, etc.
- STN B5.2-Multi-task by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- STN B4.3-Provide a high level of production value. A high production value shows an effort to move beyond simple production techniques in order to achieve more difficult levels of production.
- STN B1.5-Confirm that all information being reported is accurate. The reporter must remain objective while covering all sides to a story

Supporting:

- STN B5.3-Create graphics using correct grammar and punctuation. Ensure that names are spelled correctly. Create graphics that are visually designed to enhance the newscast.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
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● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
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● TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

**Detailed Description/Instructions:** Students will be trained and assigned roles in news production which include producer, director, audio operator, prompter operator, camera operator, etc. As a whole class students will produce an 8 minute newscast and include content from Unit 5 Topic 1 Engaging Experience 2.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4
**Engaging Scenario**

Students will present individual PowerPoints or Google Slides presentations on a cable news/sports network of their choice. Students will make connections with the network’s slogan, content, and format as it relates to its target audience.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>News package and News Production</td>
<td>News Package</td>
<td>Students are given a story prompt based on a recent newspaper article. Students are to report and expand on the news article topic in the form of a television news package.</td>
<td>2 weeks</td>
</tr>
<tr>
<td>News Package and News Production</td>
<td>Crazy 8’s Story</td>
<td>Students work individually to provide a story in the form of a news or feature package for the end of year Crazy 8’s newscast. Students will have 8 class days to film and 8 class days to edit.</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>News Package and News Production</td>
<td>Crazy 8’s Newscast</td>
<td>Students will be trained and assigned roles in news production which include producer, director, audio operator, prompter operator, camera operator, etc. As a whole class students will produce an 8 minute newscast and include content from Unit 5 Topic 1 Engaging Experience 2.</td>
<td>3-4 weeks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.