High School Broadcast Journalism Curriculum

Course Description: This course is a professionally-oriented media course intended for students wanting to continue their learning within the Broadcast Journalism program. On-the-air experience, including announcing skills and production techniques, will be expected of students, as well as leadership with other Broadcast Journalism students. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines. This course may be repeated for additional credit. This course counts as 1 practical art credit.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</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                    |                                                                                      |
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:

- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.

Supporting Standards for unit:

- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 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.
- 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.

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<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>a writing process</td>
<td>follow</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task</td>
<td>produce</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose</td>
<td>produce</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience</td>
<td>produce</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>precise language</td>
<td>choose</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>syntactical choice to reflect an understanding of how language contributes to meaning</td>
<td>make</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>abilities to use and maintain technological products and systems</td>
<td>develop</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
</tr>
<tr>
<td>Freedom of the Press</td>
<td>Writing for Voice</td>
</tr>
</tbody>
</table>

|                                 | Lead-in                 |
|                                 | Segue                   |
|                                 | Pre-Focus               |
|                                 | Iris                    |
|                                 | White Balance           |
|                                 | Technical Director      |
|                                 | Producer                |
|                                 | Camera Operator         |
|                                 | Teleprompter            |
|                                 | Audio Operator          |
|                                 | Anchor                  |

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

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:

- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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:

- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
**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
Engaging Experience 1

Title: News Conference Simulation

Suggested Length of Time: 2 days

Standards Addressed

Priority:
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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.
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- 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:**
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**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.

**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:
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 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>
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<th>Engaging Experience Title</th>
<th>Description</th>
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<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>
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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>
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<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>
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<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 will be developing a lead-in and/or segue to begin the story.</td>
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<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>
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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>
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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:
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supporting Standards for unit:
- 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.
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<td>appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>plan</td>
<td>Apply</td>
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<tr>
<td>appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>deliver</td>
<td>Analyze</td>
<td>2</td>
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<tr>
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<td>deliver</td>
<td>Analyze</td>
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of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

| Writing with consideration for the task, purpose, and audience | Revise | Apply | 2 |
| Writing with consideration for the task, purpose, and audience | Edit | Create | 2 |
| a command of the conventions of standard English grammar and usage including spelling and punctuation. | Demonstrate | Apply | 2 |

**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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<tr>
<td>Storyboard</td>
<td>Writing for Voice</td>
</tr>
<tr>
<td></td>
<td>Lead-in</td>
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<tr>
<td></td>
<td>Segue</td>
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<td>Pre-Focus</td>
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<td></td>
<td>Iris</td>
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<td></td>
<td>White Balance</td>
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<td></td>
<td>Technical Director</td>
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<td></td>
<td>Producer</td>
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Board Approved: March 8, 2018
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:*


**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

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**Engaging Experience 2**

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

*Priority:*

- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*Supporting:*

- 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.
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- 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:**

**Supporting:**

**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:**

**Supporting:**
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,
purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**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
Topic 3: Editing

Engaging Experience 1
Title: Sequencing events
Suggested Length of Time: 1 day

Standards Addressed

**Priority:**
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
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- 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:*  
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  

*Supporting:*  
- 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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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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</thead>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
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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>
<td>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.</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>
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</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:
● 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
● 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supporting Standards for unit:
● 9-10.W.3.A.b Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
● 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>a writing process</td>
<td>follow</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task</td>
<td>produce</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose</td>
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<td>Analyze</td>
<td>3</td>
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<tr>
<td>appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>plan</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>deliver</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>appropriate presentations concisely and logically based on the purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>deliver</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Board Approved: March 8, 2018
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>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
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<td>Storyboard</td>
<td>Writing for Voice</td>
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<tr>
<td>Interview</td>
<td>Lead-in</td>
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<td>Segue</td>
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<td>Pre-Focus</td>
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<td>Iris</td>
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<td>White Balance</td>
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<td>Producer</td>
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<td>Camera Operator</td>
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<td>Teleprompter</td>
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<td></td>
<td>Audio Operator</td>
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<td>Anchor</td>
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<td></td>
<td>Voiceover (VO)</td>
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<td>B-roll</td>
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<td>Natural Sound</td>
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<td>Sound on Tape (SOT)</td>
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<td>Rule of Thirds</td>
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<td>Jump Cut</td>
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<td>bite</td>
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<td>Character Generator (CG)</td>
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<td>Lower Third</td>
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<td>Cut Away</td>
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<td>Reaction Shot</td>
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<td></td>
<td>Total Run Time (TRT)</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: Storyboard and film sequences

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supporting:

- 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 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. (For 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:
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supporting:
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
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- 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:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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:**
  
  - 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

  **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.

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
Engaging Experience 1

Title: Editing the VO

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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- 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:
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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 - 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:
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
● 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supporting:
● 9-10.W.3.A.b Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
● 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: 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.
### 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>Shooting Sequences</td>
<td>Storyboard and film</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</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</td>
<td>Students will edit the voiceover as part of their VO/SOT. The voiceover should include sequences, cutaways, and avoid</td>
<td>2-3 days</td>
</tr>
</tbody>
</table>
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<tr>
<th>Editing VO/SOTS</th>
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<th>1 day</th>
</tr>
</thead>
<tbody>
<tr>
<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>
Unit 4: Packages and Broadcast Journalists

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:
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

Supporting Standards for unit:
- 9-10.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.W.3.A.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.1.A Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 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).

<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>a writing process</td>
<td>follow</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task</td>
<td>produce</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

Board Approved: March 8, 2018
| clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose | produce | Create | 4 |
| clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience | produce | Create | 4 |
| appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | plan | Apply | 4 |
| appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | deliver | Analyze | 3 |
| thoughtfully to diverse perspectives including those presented in diverse media | respond | Analyze | 2 |
| points of agreement and disagreement contradictions when possible | summarize | Evaluate | 3 |
| what additional information or research is needed. | determine | 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>Cut Away</td>
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<td>Reaction Shot</td>
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<td>Package</td>
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<td>Opening Shot</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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</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: Story Idea Form
Suggested Length of Time: 2-3 days

Standards Addressed
Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

Priority:
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:
- 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.
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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.

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:
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

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:
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in
presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

**Supporting:**

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- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER: 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:*

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

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● 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:

● 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
● 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
● 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

Supporting:

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● 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 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 tweaking audio (PKG completion)
Suggested Length of Time: 2-3 days
Standards Addressed

Priority:
● 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in
presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Supporting:**

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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.

**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).
## 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>Feature Package (Story) Development</td>
<td>Story Idea Form</td>
<td>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.</td>
<td>2-3 days</td>
</tr>
<tr>
<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>
<td>1-2 days</td>
</tr>
<tr>
<td>Feature Package (Story) Development</td>
<td>Interview Questions form</td>
<td>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.</td>
<td>1-2 days</td>
</tr>
<tr>
<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>
<td>5 days</td>
</tr>
<tr>
<td>ENG (Electronic News Gathering) for a PKG</td>
<td>Conduct interviews for the package</td>
<td>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.</td>
<td>5 days</td>
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</tr>
<tr>
<td>Editing and Writing the PKG</td>
<td>Editing the interviews</td>
<td>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).</td>
<td>2-3 days</td>
</tr>
<tr>
<td>Editing and Writing the PKG</td>
<td>Writing and Voicing</td>
<td>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.</td>
<td>2-3 days</td>
</tr>
<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>
</tr>
</tbody>
</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:
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 9-10.W.3.A Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Supporting Standards for unit:
- 9-10.W.3.A.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 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: 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: 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: 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: 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: 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.

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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).

<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>audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience.</td>
<td>Speak</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>Listeners by presenting with fluent and clear articulation, strategically varying volume, pitch, and pace.</td>
<td>Engage</td>
<td>Apply</td>
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<tr>
<td>thoughtfully to diverse perspectives including those presented in diverse media</td>
<td>respond</td>
<td>Analyze</td>
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<tr>
<td>points of agreement and disagreement</td>
<td>summarize</td>
<td>Evaluate</td>
<td>3</td>
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<tr>
<td>contradictions when possible</td>
<td>resolve</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>what additional information or research is needed.</td>
<td>determine</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>thoughtfully to diverse perspectives including those presented in diverse media</td>
<td>respond</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>role in troubleshooting, research, and problem solve</td>
<td>develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>information to make connections through formatting, graphics, and multimedia</td>
<td>organize</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</td>
<td>introduce</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the writer's purpose</td>
<td>achieve</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>an awareness of audience by making choices regarding organization and content.</td>
<td>demonstrate</td>
<td>Analyze</td>
<td>4</td>
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</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/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Broadcast</td>
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<td>Storyboard</td>
<td>Writing for Voice</td>
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<tr>
<td>News Story</td>
<td>Lead-in</td>
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<tr>
<td>Interview</td>
<td>B-roll</td>
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<tr>
<td>Breaking News</td>
<td>Natural Sound</td>
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<tr>
<td>Freedom of the Press</td>
<td>Rule of Thirds</td>
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<tr>
<td>Television Networks</td>
<td>Jump Cut</td>
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<td></td>
<td>Bite</td>
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<td>Character Generator</td>
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<td>Lower Third</td>
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<td>Cut Away</td>
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<td>Reaction Shot</td>
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<td>News Package</td>
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<td>Opening Shot</td>
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<td>Closing Shot</td>
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<td>Voice Track</td>
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<td>Look Live</td>
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<td>Live Shot</td>
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<td>Stand Up</td>
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<td>Geographic Target</td>
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<td>Demographic Target</td>
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<td>News Ratings</td>
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<td>Commercial</td>
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<td>PSA</td>
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<td>Show Open</td>
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<td>Segue</td>
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<td>Pre-Focus</td>
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<td>Iris</td>
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<tr>
<td>Resources for Vocabulary Development:</td>
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<td>----------------------------------------</td>
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<tr>
<td>Text-Broadcast Journalism and Film Production by Phil Harris</td>
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<tr>
<td>University of Missouri-Columbia Journalism School</td>
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</tbody>
</table>

| White Balance |
| Technical Director |
| Producer |
| Camera Operator |
| Teleprompter |
| Audio Operator |
| Anchor |
| Voiceover |
| Sound on Tape |
Engaging Experience 1
Title: News Package
Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
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**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:
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 9-10.W.3.A Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Supporting:
- 9-10.W.3.A.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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- 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:

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 9-10.W.3.A Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Supporting:

- 9-10.W.3.A.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- 9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 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).

**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

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.
<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.