



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Advanced 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:

Timeframe	Unit	Instructional Topics
6-8 weeks	Show Production	Topic 1: Newsroom Duties Topic 2: Producer Training Day
6-8 weeks	Tell the Story Video Project	Topic 1: Pre-Production Topic 2: Production Topic 3: Post-Production
2-3 weeks	Event Production	Topic 1: Sports Highlight Event Topic 2: Sports/News Event Voiceover

# Curriculum Revision Tracking

## Spring 2019

- Standards updated to reflect revised national Student Television Network standards
- Unit 2
  - Revised Engaging Scenario

## Unit 1: Show Production

**Subject:** Advanced Broadcast Journalism (Broadcast II)

**Grade:** 10-12

**Name of Unit:** Producing

**Length of Unit:** 6-8 Weeks

**Overview of Unit:** Units are set up as modules as students in the advanced course will be completing project based learning at different times throughout the semester. Students will be assigned roles and responsibilities that exist in a professional newsroom environment, from producer to anchor to camera operator.

### **Priority Standards for unit:**

- 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 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 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 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.
- 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).

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a writing process	follow	Apply	4
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task	produce	Create	4
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
role in troubleshooting, research, and problem solve	develop	Apply	3
information to make connections through formatting, graphics, and multimedia	organize	Create	4
the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	introduce	Understand	3
the writer's purpose	achieve	Apply	3
the reader's understanding of and experience with the text by making choices regarding organization and content.	enhance	Analyze	4

**Essential Questions:**

1. How does the show producer impact the live production?
2. Why are rehearsals necessary for live production?
3. What does your viewer expect to see on your show and how will you provide that content?

**Enduring Understanding/Big Ideas:**

1. The producer manages the content, total run time, and crew list and oversees all elements of live production.
2. Rehearsals must take place before live production so that the producer can measure the total run time as well as make any last minute corrections to the show.
3. Show content is driven by what the viewer needs to know, wants to know, and should know.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Journalism Storyboard News Story Interview Breaking News Freedom of the Press Television Networks	Broadcast Writing for Voice Lead-in B-roll Natural Sound Rule of Thirds Jump Cut Bite Character Generator Lower Third Cut Away Reaction Shot News Package Opening Shot Closing Shot Voice Track Look Live Live Shot Stand Up Geographic Target Demographic Target News Ratings Commercial PSA Show Open Segue Pre-Focus Iris

	White Balance Technical Director Producer Camera Operator Teleprompter Audio Operator Anchor Voiceover Sound on Tape
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**Resources for Vocabulary Development:**

Text-Broadcast Journalism and Video Production-by Phil Harris  
University of Missouri-Columbia Journalism School

## Topic 1: Newsroom Duties

### **Engaging Experience 1**

**Title:** Newsroom Duties

**Suggested Length of Time:** Ongoing

### **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 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 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.



- 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 assigned newsroom duties which includes operating the cameras, teleprompter, switcher, audio board, graphics/video, lights, and master control. Students have been trained on all duties in the prerequisite course, Broadcast I.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 2: Producer Training Day

### **Engaging Experience 1**

**Title:** Producer Training Day

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

- 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.

#### *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.
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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 have one day to assign newsroom duties and events for their assigned producer week. Students also shadow the current producer in order to grasp all aspects of live news production.

**Bloom's Levels:** Understand

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** Students take on the role as producer of the daily live newscasts for one to three weeks. Students will be responsible for generating content that meets the viewer's needs and fills the total run time. Students will also be responsible for overseeing all elements of live production, including management of the show crew.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Newsroom Duties	Newsroom Duties	Students are assigned newsroom duties which includes operating the cameras, teleprompter, switcher, audio board, graphics/video, lights, and master control. Students have been trained on all duties in the prerequisite course, Broadcast I.	Ongoing
Producer Training Day	Producer Training Day	Students have one day to assign newsroom duties and events for their assigned producer week. Students also shadow the current producer in order to grasp all aspects of live news production.	1 day

## Unit 2: Tell the Story Video Project

**Subject:** Advanced Broadcast Journalism (Broadcast II)

**Grade:** 10-12

**Name of Unit:** Video Project

**Length of Unit:** 6-8 Weeks

**Overview of Unit:** Units are set up as modules as students in the advanced course will be completing project based learning at different times throughout the semester. Students will work individually and in pairs to create a video project in one week. Students will create several video projects throughout the semester.

### **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.

### **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.
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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.
- 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.
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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).

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a writing process	follow	Apply	4
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task	produce	Create	4
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	deliver	Analyze	3



based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
role in troubleshooting, research, and problem solve	develop	Apply	3
information to make connections through formatting, graphics, and multimedia	organize	Create	4
the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	introduce	Understand	3
the writer's purpose	achieve	Apply	3
the reader's understanding of and experience with the text by making choices regarding organization and content.	enhance	Analyze	4

**Essential Questions:**

1. For what purpose are you creating your video project? Is it to inform, persuade, entertain?
2. How do you develop a central compelling character?
3. How can you ensure production and post-production before deadline?

**Enduring Understanding/Big Ideas:**

1. The video project must serve a purpose for the live daily newscast. The project must serve the viewership by providing a need to know, want to know, or should know. Entertainment projects can also be used for larger community events and projects.
2. Every project should have a central compelling character so as to provide a human-interest factor and clear focus for the viewer.

3. Always have a Plan A, B, and C in case a story idea falls through or production gets delayed. Projects must be completed under a weekly deadline.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Journalism Storyboard Feature Story Interview Television News	Broadcast Writing for Voice Lead-in B-roll Natural Sound Rule of Thirds Jump Cut Bite Character Generator Lower Third Cut Away Reaction Shot Package Opening Shot Closing Shot Voice Track News Reporting

**Resources for Vocabulary Development:**

Text-Broadcast Journalism and Video Production-by Phil Harris  
University of Missouri-Columbia Journalism School

## Topic 1: Pre-Production

### **Engaging Experience 1**

**Title:** Story Idea Form and Storyboard

**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 B3.3- 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 brainstorm in order to design a video project that will air on the daily newscasts. Students must identify a central compelling character who has a story worth telling. A story worth telling is a story that the audience wants to know, needs to know, or should know. The story should be visually compelling and timely. The target audience is high school students. Entertainment segments are also allowed if they serve purposes in the greater community (ex. Film festivals, commercial production). Students will sign off on an initial due date and a final air date. The turnaround time is one week. Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

### **Engaging Experience 2**

**Title:** Schedule Times, Dates, Locations

**Suggested Length of Time:** 1-2 days

**Standards Addressed**

*Priority:*

- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.

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

*Supporting:*

- 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.

**Detailed Description/Instructions:** Students will identify individuals that have a role in the story they are telling. Students will confirm dates, times, and locations with these individuals in order to set up production of the video project.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

### **Engaging Experience 3**

**Title:** Organize Equipment for production

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

*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.

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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.
- 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 choose from a variety of types of cameras based on the nature of the video project whether the purpose is for a journalism news feature, sports, or film. Students will maintain the camera and microphone equipment throughout production.

**Bloom's Levels:** Create

**Webb's DOK:** 3

## Topic 2: Production

### **Engaging Experience 1**

**Title:** Electronic News Gathering (ENG) and Filmmaking

**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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

##### *Supporting:*

- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
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- 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.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 capture necessary visuals/audio to “tell the story” based on the intended purpose the story has for the audience.

**Bloom's Levels:** Create

**Webb's DOK:** 4

## Topic 3: Post-Production

### **Engaging Experience 1**

**Title:** Editing the Video/Sound

**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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

##### *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-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 edit down the necessary b-roll and soundbites from the raw 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:** 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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.

- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

*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
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- 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 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:** 1-2 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:*

- 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-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 or music beds and tweak audio upon completion of the project.

**Bloom's Levels:** Create

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** Each student will create a shared video file through Videonot.es (combination of YouTube and Google Docs). Students will reflect on the video project experience by providing 3 positives and 3 areas to improve in the Videonot.es file. Students will be evaluated based on the video project rubric through the teacher evaluation provided in the Videonot.es file after self-reflection. Students will use the Videonot.es file as a resource for setting goals to improve on future projects.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pre-Production	Story Idea Form and Storyboard	Students will brainstorm in order to design a video project that will air on the daily newscasts. Students must identify a central compelling character who has a story worth telling. A story worth telling is a story that the audience wants to know, needs to know, or should know. The story should be visually compelling and timely. The target audience is high school students. Entertainment segments are also allowed if they serve purposes in the greater community (ex. Film festivals, commercial production). Students will sign off on an initial due date and a final air date. The turnaround time is one week. Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.	2-3 days
Pre-Production	Schedule Times, Dates, Locations	Students will identify individuals that have a role in the story they are telling. Students will confirm dates, times, and locations with these individuals in order to set up production of the video project.	1-2 days
Pre-Production	Organize Equipment for production	Students will choose from a variety of types of cameras based on the nature of the video project whether the purpose is for a journalism news feature, sports, or film. Students will maintain the camera and microphone equipment throughout production.	1 day

Production	Electronic News Gathering (ENG) and Filmmaking	Students will capture necessary visuals/audio to “tell the story” based on the intended purpose the story has for the audience.	1-2 days
Post-Production	Editing the Video/Sound	Students will edit down the necessary b-roll and soundbites from the raw footage. Students will order the bites on the timeline in a way that tells a story (lead-in, story identification, story details, conclusion).	1-2 days
Post-Production	Writing and Voicing	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.	1-2 days
Post-Production	Editing b-roll and tweaking audio (PKG completion)	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 or music beds and tweak audio upon completion of the project.	1-2 days

## Unit 3: Event Production

**Subject:** Advanced Broadcast Journalism (Broadcast II)

**Grade:** 10-12

**Name of Unit:** Event Production

**Length of Unit:** 2-3 Weeks

**Overview of Unit:** Units are set up as modules as students in the advanced course will be completing project based learning at different times throughout the semester. Students will be assigned multiple events to cover throughout the semester for both the school newscast and the school news YouTube Channel. Some events will be recorded and post edited while others will be produced and streamed live.

### **Priority 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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

### **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-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).

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
information flexibly and dynamically using technology	Display	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	deliver	Analyze	3



strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
role in troubleshooting, research, and problem solve	develop	Apply	3
information to make connections through formatting, graphics, and multimedia	organize	Create	4
the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	introduce	Understand	3
the writer's purpose	achieve	Apply	3
the reader's understanding of and experience with the text by making choices regarding organization and content.	enhance	Analyze	4

### **Essential Questions:**

1. How does the nature of the event create filming limitations?
2. What does your viewer expect to see on your show and how will you provide that content?
3. How are different roles essential to production of the event? Cameras, Announcers, etc.?

### **Enduring Understanding/Big Ideas:**

1. Some events like football, basketball, and soccer provide enough lines of site for one or two cameras to capture all the action. Events like softball and fine arts performances require multiple cameras to provide necessary lines of site to capture all the action.
2. Some events will be produced live and delivered live from start to finish while other events will be recorded and post-edited for highlights in a school newscast.
3. For live events, several students will work together to fill all roles from announcer to camera operator to producer. For recorded and post-edited events, students will work individually or in pairs to edit the event.

### **Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Journalism Storyboard	Broadcast Writing for Voice

<p>News Story</p> <p>Interview</p> <p>Breaking News</p> <p>Freedom of the Press</p> <p>Television Networks</p>	<p>Lead-in</p> <p>B-roll</p> <p>Natural Sound</p> <p>Rule of Thirds</p> <p>Jump Cut</p> <p>Bite</p> <p>Character Generator</p> <p>Lower Third</p> <p>Cut Away</p> <p>Reaction Shot</p> <p>News Package</p> <p>Opening Shot</p> <p>Closing Shot</p> <p>Voice Track</p> <p>Look Live</p> <p>Live Shot</p> <p>Stand Up</p> <p>Geographic Target</p> <p>Demographic Target</p> <p>News Ratings</p> <p>Commercial</p> <p>PSA</p> <p>Show Open</p> <p>Segue</p> <p>Pre-Focus</p> <p>Iris</p> <p>White Balance</p> <p>Technical Director</p> <p>Producer</p> <p>Camera Operator</p> <p>Teleprompter</p> <p>Audio Operator</p> <p>Anchor</p> <p>Voiceover</p> <p>Sound on Tape</p>
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**Resources for Vocabulary Development:**

Text-Broadcast Journalism and Video Production-by Phil Harris  
University of Missouri-Columbia Journalism School

## Topic 1: Sports Highlight Event

### **Engaging Experience 1**

**Title:** Sports Highlight Event

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

### **Standards Addressed**

#### *Priority:*

- 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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

#### *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.
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- 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.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 assigned to record and post-edit a football, basketball, soccer, or volleyball event which provides the necessary visuals for highlights on the newscast.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Sports/News Event Voiceover

### **Engaging Experience 1**

**Title:** Sports/News Event Voiceover

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

### **Standards Addressed**

#### *Priority:*

- 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.
- 11-12.SL.2.C Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
- TLS. 10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 11-12.W.3.A.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

#### *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.12 Students will develop the abilities to use and maintain technological products and systems.
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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 record and post-edit different angles and sequences of an event. Students will write a summary of the event which matches the b-roll in the edited voiceover.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** Students take on an assigned roles of producer, director, camera operator, announcer, audio operator, and sideline reporter as part of a production of a live sports/school event. Students arrive early to set up the necessary equipment to livestream the event or produce the event live to tape. Students produce the event from its start to its completion. Students break down equipment after the event is over.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Sport Highlight Event	Sport Highlight Event	Students are assigned to record and post-edit a football, basketball, soccer, or volleyball event which provides the necessary visuals for highlights on the newscast.	2-3 days
Sports/News Event Voiceover	Sports/News Event Voiceover	Students will record and post-edit different angles and sequences of an event. Students will write a summary of the event which matches the b-roll in the edited voiceover.	2-3 days



## 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.