High School Broadcast Journalism Curriculum

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

Scope and Sequence:

Timeframe	Unit	Instructional Topics
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 Journalists	Topic 1: Feature Package (Story) Development Topic 2: ENG (Electronic News Gathering) for a PKG Topic 3: Editing and Writing the PKG
4-5 Weeks	News Stories and News Networks	Topic 1: News Package and News Production

Curriculum Revision Tracking

Spring 2019
- Standards updated to reflect revised national Student Television Network standards

Unit 1: Readers and Rollouts

Subject: Broadcast Journalism
Grade: 9-12
Name of Unit: Readers and Rollouts
Length of Unit: 2 Weeks
Overview of Unit: Students will learn how to write for voice through the completion of a three to five sentence story. The story will be presented as a reader on camera. Students will also learn the basic functions of the editor by taking clips previously recorded and edit those clips into a rollout. Students will include a music bed in the rollout through the broadcast subscribed music library.

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

Supporting Standards for unit:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- STN B6.2-Display confidence through maintaining eye contact and providing positive body language towards the camera.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effective structure with a beginning, middle, and end to the story.	provide	Analyze	2
flow with a beginning, middle, and end to the story.	provide	Analyze	2
with a clear voice. Use active verbs and smooth transitions from one point of the story to the next.	write	Apply	2
with a conversational tone. Use active verbs and smooth transitions from one point of the story to the next.	write	Apply	2
with correct pronunciation along with good pacing.	speak	Apply	2
annunciation and inflection to provide human interest or dramatic impact.	use	Apply	2
abilities to use and maintain technological products and systems	develop	Apply	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism Freedom of the Press	Broadcast Writing for Voice 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:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.

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

Detailed Description/Instructions: Students receive basic terms and definitions for Broadcast, Journalism, and Writing for Voice. Students discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. Students share how they could play the role as journalists at their high school. Students receive examples of writing for voice.
Bloom's Levels: Create
Webb's DOK: 2

Engaging Experience 2
Title: Journal submissions for Writing for Voice in Broadcasting
Suggested Length of Time: 4-5 days
Standards Addressed

Priority:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.

Detailed Description/Instructions: Students provide a journal entry per day with topics ranging from identifying lead-ins and segues to speaking/writing styles. Students watch a brief video clip and then respond.
Bloom's Levels: Create
Webb's DOK: 2

Topic 2: Broadcast Writing Structure

Engaging Experience 1
Title: News Conference Simulation
Suggested Length of Time: 2 days
Standards Addressed

Priority:

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

Supporting:

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

Detailed Description/Instructions: Students act as reporters at a news conference, taking notes on each student as they share two truths and a lie about themselves. Student reporters must ask questions until they discover the two facts that are true about the student. Student reporters take notes on each student as they will each be assigned an individual student for a future story subject.
Bloom's Levels: Create
Webb's DOK: 2

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

Priority:

- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.

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

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

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

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Camera Functions and Editing 101

Engaging Experience 1
Title: Set up for a studio camera
Suggested Length of Time: 1 day
Standards Addressed

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

    Supporting:
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will learn the three basic steps to setting up a studio camera. After researching functions using the text material, students will execute the steps of white balance, pre-focus, and iris on the studio cameras.
Bloom's Levels: Apply
Webb's DOK: 2

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

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

    Supporting:
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will be introduced to editing video clips by using clips recorded by the instructor from the news conference activity. Students will transfer clips to the computer and edit clips onto a timeline in Adobe Premiere. The editing 30 second video will be used as a rollout in the engaging scenario.
Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Broadcast Journalism	Note-taking and discussion on freedom of the press and broadcast journalism	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.	1-2 days
Introduction to Broadcast Journalism	Journal submissions for Writing for Voice in Broadcasting	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.	4-5 days
Broadcast Writing Structure	News Conference Simulation	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.	2 days
Broadcast Writing Structure	Readers (writing a basic broadcast story to be delivered on camera)	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	1-2 days

		conference. The focus of the writing will be developing a lead-in and/or segue to begin the story.	
Camera Functions and Editing 101	Set up for a studio camera	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.	1 day
Camera Functions and Editing 101	Rollouts	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.	1-2 days

Unit 2: Voiceovers

Subject: Broadcast Journalism 1
Grade: 9-12
Name of Unit: Voiceovers
Length of Unit: 2 weeks
Overview of Unit: Students will be introduced to electronic news gathering (the process of shooting/gathering news) through the completion of a video scavenger hunt. In groups, students will film and edit b-roll from the video scavenger hunt. Students will write a script about using writing for voice techniques. Students will present the story as a voiceover.

Priority Standards for unit:
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.
- 9-10.W.3.A.c Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

Supporting Standards for unit:
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effective structure and flow with a beginning, middle, and end to the story.	provide	Apply	2
a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.	sketch	Create	2
effective reveals.	write	Create	2
new information or share a unique experience to the viewer.	identify	Analyze	2
the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.	tell	Apply	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:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism Storyboard	Broadcast Writing for Voice Lead-in Segue Pre-Focus Iris White Balance Technical Director Producer Camera Operator Teleprompter Audio Operator Anchor Voiceover B-roll Natural Sound Shotgun Mic

Resources for Vocabulary Development:

Text-Broadcast Journalism and Film Production by Phil Harris

University of Missouri-Columbia Journalism School

Topic 1: Shooting 101

Engaging Experience 1

Title: Storyboard

Suggested Length of Time: 1 day

Standards Addressed

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

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

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: Scavenger Hunt

Suggested Length of Time: 2 days

Standards Addressed

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

Supporting:
- 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 work in pairs as they film the shots from their storyboard.

Bloom's Levels: Create

Webb's DOK: 2

Topic 2: Writing

Engaging Experience 1

Title: Convert a newspaper story into a broadcast story

Suggested Length of Time: 1 day

Standards Addressed

> *Priority:*
> - STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
> - STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
> - 9-10.W.3.A.c Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
>
> *Supporting:*
> - STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

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

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Convert a school announcement into a broadcast story

Suggested Length of Time: 1 day

Standards Addressed

> *Priority:*
> - STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
> - STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
> - 9-10.W.3.A.c Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
>
> *Supporting:*
> - STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

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

Bloom's Levels: Apply; **Webb's DOK:** 2

Topic 3: Editing

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

Priority:

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

Supporting:

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

Detailed Description/Instructions: Students will edit their scavenger hunt in pairs with a focus on creating a voiceover on the subject of what takes place in broadcast journalism using well-structured event sequences.
Bloom's Levels: Create
Webb's DOK: 3

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

Priority:

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

- STN B2.3-Write effective reveals where you identify new information or share a unique
experience to the viewer.
- 9-10.W.3.A.c Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

Supporting:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Shooting 101	Storyboard	Students will work in pairs on a video scavenger hunt. Students will storyboard the shots they are individually responsible for within their group.	1 day
Shooting 101	Scavenger Hunt	Students work in pairs as they film the shots from their storyboard.	2 days
Writing	Convert a newspaper story into a broadcast story	Students will cut out newspaper articles from a recent issue of the local paper. Students will rewrite the article using broadcast writing conventions.	1 day
Writing	Convert a school announcement into a broadcast story	Students will access the daily bulletin on Infinite Campus and choose a school announcement to re-write using broadcast writing conventions.	1 day
Editing	Sequencing events	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.	1 day
Editing	Writing matching b-roll	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.	2 days

Unit 3: Voiceovers and Sound on Tape

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

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

Supporting Standards for unit:
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.

- 9-10.W.3.A.c Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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.	prepare	Create	3
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.	tell	Apply	3
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.	edit	Apply	3
audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound	balance	Apply	2

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.			
the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.	tell	Analyze	3
effective structure and flow with a beginning, middle, and end to the story.	provide	Apply	2

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

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism Storyboard Interview	Broadcast Writing for Voice Lead-in Segue Pre-Focus Iris White Balance Technical Director Producer Camera Operator Teleprompter Audio Operator Anchor Voiceover (VO) B-roll

	Natural Sound Sound on Tape (SOT) Rule of Thirds Jump Cut bite Character Generator (CG) Lower Third Cut Away Reaction Shot Total Run Time (TRT)

Resources for Vocabulary Development:

Text-Broadcast Journalism and Film Production by Phil Harris

University of Missouri-Columbia Journalism School

Topic 1: Shooting Sequences

Engaging Experience 1

Title: Storyboard and film sequences

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

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

Supporting:

- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.
- 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 (example-if their partner plays basketball, the student films sequences of that person playing basketball).

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Storyboard and film cutaways

Suggested Length of Time: 1 day (in conjunction with engaging experience 1 under topic 1)

Standards Addressed

Priority:

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

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

Detailed Description/Instructions: Students will film cut away shots of another group member who is not the main subject in the story in order to avoid jump cuts. (For example, if the story is on a person playing basketball, the student needs to film another member of the group who is the fan or coach).
Bloom's Levels: Create
Webb's DOK: 2

Topic 2: Interviews

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

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

Detailed Description/Instructions: The student is the reporter and their story is on their partner's hobby. They must ask questions that lead to answering the 5 W's in the story. After planning their questions, they will conduct an on-camera interview with their story subject.
Bloom's Levels: Understand
Webb's DOK: 2

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

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

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

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Editing VO/SOTS

Engaging Experience 1
Title: Editing the VO
Suggested Length of Time: 2-3 days
Standards Addressed

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

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

Detailed Description/Instructions: Students will edit the voiceover as part of their VO/SOT. The voiceover should include sequences, cutaways, and avoid jump cuts. The VO should be 30-40 seconds in length.
Bloom's Levels: Create
Webb's DOK: 3

Engaging Experience 2
Title: Editing the SOT
Suggested Length of Time: 1 day
Standards Addressed
 Priority:
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound
  moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.

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

Detailed Description/Instructions: Students will edit one answer from their interview that provided a personal connection or emotional tie between the person and their hobby. The answer will be used as the SOT portion of the final VO/SOT. The answer should be 12-15 seconds in length.
Bloom's Levels: Create
Webb's DOK: 2

Engaging Experience 3
Title: Writing the VO/SOT
Suggested Length of Time: 1-2 days
Standards Addressed
   Priority:
   ● STN B2.2-Provide effective structure and flow with a beginning, middle, and end
     to the story.
   Supporting:
   ● STN B2.3-Write effective reveals where you identify new information or share a
     unique experience to the viewer.
   ● STN B6.3-Speak with correct pronunciation along with good pacing. Use
     annunciation and inflection to provide human interest or dramatic impact.
   ● STN B5.5-Collaborate with your staff upon show completion to identify what
     went wrong, what went right, and what can be improved for next time.
   ● TLS.17 Students will develop an understanding of and be able to select and use
     information and communication technologies.
   ● ISTE-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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Shooting Sequences	Storyboard and film sequences	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).	2-3 days
Shooting Sequences	Storyboard and film cutaways	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).	1 day (in conjunction with Engaging Experience 1)
Interviews	Reporter Interview	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.	2-3 days
Interviews	Rule of Thirds	After an in-class demonstration, students will proceed to film their assigned interview using rule of thirds framing principles.	1-2 days

Editing VO/SOTS	Editing the VO	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.	2-3 days
Editing VO/SOTS	Editing the SOT	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.	1 day
Editing VO/SOTS	Writing the VO/SOT	The student will write a voiceover with the use of broadcast writing conventions. The last sentence must also set up the SOT.	1-2 days

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

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

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

- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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.	identify	Understand	2
interview subject(s) that are credible sources for your story.	identify	Understand	2
interview subject(s) that generate a high level of engagement.	identify	Understand	2
with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.	write	Create	4
with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.	voice	Apply	2
time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.	identify	Analyze	3
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.	capture	Apply	3

using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.	create	Create	4
and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.	(create) edit	Apply	2
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.	tell	Evaluate	4
effective structure and flow with a beginning, middle, and end to the story.	provide	Evaluate	4

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

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
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 Film Production by Phil Harris
University of Missouri-Columbia Journalism School

Topic 1: Feature Package (Story) Development

Engaging Experience 1

Title: Story Idea Form

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

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

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

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Storyboard

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

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

Supporting:

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

Detailed Description/Instructions: Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.
Bloom's Levels: Create
Webb's DOK: 3

Engaging Experience 3
Title: Interview Questions form
Suggested Length of Time: 1-2 days
Standards Addressed
>   *Priority:*
> - STN B1.3-Identify interview subject(s) that are credible sources for your story.
> - STN B1.4-Identify interview subject(s) that generate a high level of engagement.
>   *Supporting:*
> - STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W's and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
> - ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
> - TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
> - TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
> - TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
> - TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
> - TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will complete a handout identifying at least three interviews for their story. Students will provide questions for each interview subject. Each question should begin with the five W's.
Bloom's Levels: Apply
Webb's DOK: 3

Topic 2: ENG (Electronic News Gathering) for a PKG

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

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

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

Detailed Description/Instructions: Students will capture b-roll for the package. Students are responsible for filming sequences and cutaways that provide opportunities for natural sound. Students are encouraged to film in multiple locations.
Bloom's Levels: Create
Webb's DOK: 3

Engaging Experience 2
Title: Conduct interviews for the package
Suggested Length of Time: 5 days
Standards Addressed

 Priority:

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

 Supporting:

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

Detailed Description/Instructions: Students will conduct an interview with the central compelling character. Students will conduct interviews with other subjects who are connected to the central compelling character.
Bloom's Levels: Create; **Webb's DOK:** 3

Topic 3: Editing and Writing the PKG

Engaging Experience 1
Title: Editing the interviews
Suggested Length of Time: 2-3 days
Standards Addressed

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

Supporting:
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 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 multiple sound bites from the raw interview footage. Students will order the bites on the timeline in a way that tells a story (lead-in, story identification, story details, conclusion).
Bloom's Levels: Create
Webb's DOK: 4

Engaging Experience 2
Title: Writing and Voicing
Suggested Length of Time: 2-3 days
Standards Addressed
    Priority:
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
    Supporting:
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.

- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and 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 adjusting audio (PKG completion)
Suggested Length of Time: 2-3 days
Standards Addressed
  Priority:
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes. STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.

- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

Supporting:
- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

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

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Feature Package (Story) Development	Story Idea Form	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.	2-3 days
Feature Package (Story) Development	Storyboard	Students will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.	1-2 days
Feature Package (Story) Development	Interview Questions form	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.	1-2 days
ENG (Electronic News Gathering) for a PKG	Capture package b-roll	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.	5 days
ENG (Electronic News Gathering) for a PKG	Conduct interviews for the package	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.	5 days

Editing and Writing the PKG	Editing the interviews	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).	2-3 days
Editing and Writing the PKG	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.	2-3 days
Editing and Writing the PKG	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 and tweak audio upon completion of the package.	2-3 days

Unit 5: News Stories, Networks, and Newscasts

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

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

- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.
- STN B5.1-Coordinate with your production staff and compile content for a newscast. Organize your rundown based on what is most important, new, developing, breaking, etc.
- STN B5.2-Multi-task by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- STN B4.3-Provide a high level of production value. A high production value shows an effort to move beyond simple production techniques in order to achieve more difficult levels of production.
- STN B1.5-Confirm that all information being reported is accurate. The reporter must remain objective while covering all sides to a story

Supporting Standards for unit:
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W's and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B2.3-Write effective reveals where you identify new information or share a unique experience to the viewer.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- STN B5.3-Create graphics using correct grammar and punctuation. Ensure that names are spelled correctly. Create graphics that are visually designed to enhance the newscast.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 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).

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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.	identify	Understand	2

interview subject(s) that are credible sources for your story.	identify	Understand	2
interview subject(s) that generate a high level of engagement.	identify	Understand	2
with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.	write	Create	4
with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.	voice	Apply	2
time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look,style, lighting, and shot composition for your story.	identify	Analyze	3
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.	capture	Apply	3
using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.	create	Create	4
and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.	(create) edit	Apply	2
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.	tell	Evaluate	4
effective structure and flow with a beginning, middle, and end to the story.	provide	Evaluate	4
With your production staff	coordinate	Apply	3
Your rundown based on what is most important, new, developing, breaking, etc.	organize	Analyze	3

by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.	multi-task	Apply	4
with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.	collaborate	Analyze	4
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.	provide (achieve)	Create	4
that all information being reported is accurate. The reporter must remain objective while covering all sides to a story.	confirm (report)	Understand	3

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.
2. News networks make money through advertising. A network's target audience directly impacts who advertises on that network.
3. On location reporting provides the picture that the reporter is on the scene.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism	Broadcast
Storyboard	Writing for Voice
News Story	Lead-in
Interview	B-roll
Breaking News	Natural Sound
Freedom of the Press	Rule of Thirds
Television Networks	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

Resources for Vocabulary Development:

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

Topic 1: News Package and News Production

Engaging Experience 1
Title: News Package
Suggested Length of Time: 2 weeks
Standards Addressed

Priority:

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

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

Supporting:
- STN B2.1-Prepare questions that need to be answered in your story starting with the 5 W's and H (who, what, where, when, why/how). Questions should provide opportunity for the subject(s) to explain/describe. Personal context from your interview subject(s) provides a human interest quality to your story.
- STN B4.1-Edit smooth sequences and transitions. Avoid common editing mistakes which include jump cuts and flash frames. Editing should not distract from the focus of the story.
- STN B2.3-Write effective reveals where you identify new information or share a unique
experience to the viewer.
- STN B3.2-Sketch a storyboard in order to plan your shots. Consider rule of thirds' framing, depth of field, point of view, etc.
- STN B6.3-Speak with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.
- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

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

Engaging Experience 2
Title: Crazy 8's story
Suggested Length of Time: 3-4 weeks
Standards Addressed
   Priority:
- STN B1.1-Identify the focus for your story. The focus for a feature story may center around a central compelling character or event. The focus for a news story may center around a conflict with multiple sides/perspectives.
- STN B1.3-Identify interview subject(s) that are credible sources for your story.
- STN B1.4-Identify interview subject(s) that generate a high level of engagement.
- STN B2.4-Write with a clear voice and conversational tone. Use active verbs and smooth transitions from one point of the story to the next.
- STN B2.5-Voice with correct pronunciation along with good pacing. Use annunciation and inflection to provide human interest or dramatic impact.

- STN B3.1-Identify time, place, and locations for your b-roll, interviews, and stand-ups. Consider the desired look, style, lighting, and shot composition for your story.
- STN B3.4-Capture well-lit visuals that are crisp and clear. Videographers should adjust the lens to optimize the picture quality. Creative lighting can provide a desired look and feel to the story.
- STN B4.2-Create using unique editing techniques to tell the story. These techniques could include unique perspectives, surprises, or unexpected outcomes.
- STN B4.4-Create and edit graphics/effects in the video that add to the production value. Graphics/Effects should not distract from telling the story. Titles and other textual elements should be balanced and must be grammatically correct.
- STN B3.5-Tell the story with sound through clean and clear soundbites, natural sound
  moments, and natural sound pops. Identify internal and external microphones that will capture the desired sound.
- STN B4.5-Balance audio at a consistent level throughout the video. Voice tracks, soundbites, and natural sound do not compete with each other. Natural sound moments that contribute to the story should be included in the video. Music may also be utilized if music helps tell the story. Music should not distract from the focus of the story. Follow copyright law when using music.
- STN B3.3-Tell the story visually through steady, focused, and well-composed shots. Include compelling sequences and take the viewer where the human eye can't go.
- STN B2.2-Provide effective structure and flow with a beginning, middle, and end to the story.

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

- STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
- TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- TLS.12 Students will develop the abilities to use and maintain technological products and systems.
- TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
- ISTE-EMPOWERED 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 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

<u>**Engaging Experience 3**</u>
Title: Crazy 8's newscast
Suggested Length of Time: 3-4 weeks
Standards Addressed
> *Priority:*
> - STN B5.1-Coordinate with your production staff and compile content for a newscast. Organize your rundown based on what is most important, new, developing, breaking, etc.
> - STN B5.2-Multi-task by monitoring for breaking news, communicating with reporters, managing production staff, editing content, finalizing scripts, and meeting the newscast total run time.
> - STN B5.5-Collaborate with your staff upon show completion to identify what went wrong, what went right, and what can be improved for next time.
> - STN B4.3-Provide a high level of production value. A high production value shows an effort to move beyond simple production techniques in order to achieve more difficult levels of production.
> - STN B1.5-Confirm that all information being reported is accurate. The reporter must remain objective while covering all sides to a story
>
> *Supporting:*
> - STN B5.3-Create graphics using correct grammar and punctuation. Ensure that names are spelled correctly. Create graphics that are visually designed to enhance the newscast.
> - TLS.10 Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
> - TLS.12 Students will develop the abilities to use and maintain technological products and systems.
> - TLS.17 Students will develop an understanding of and be able to select and use information and communication technologies.
> - ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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.
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- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Students will be trained and assigned roles in news production which include producer, director, audio operator, prompter operator, camera operator, etc. As a whole class students will produce an 8-minute newscast and include content from Unit 5 Topic 1 Engaging Experience 2.
Bloom's Levels: Create
Webb's DOK: 4

Engaging Scenario

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
News package and News Production	News Package	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.	2 weeks
News Package and News Production	Crazy 8's Story	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.	3-4 weeks
News Package and News Production	Crazy 8's Newscast	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.	3-4 weeks

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.