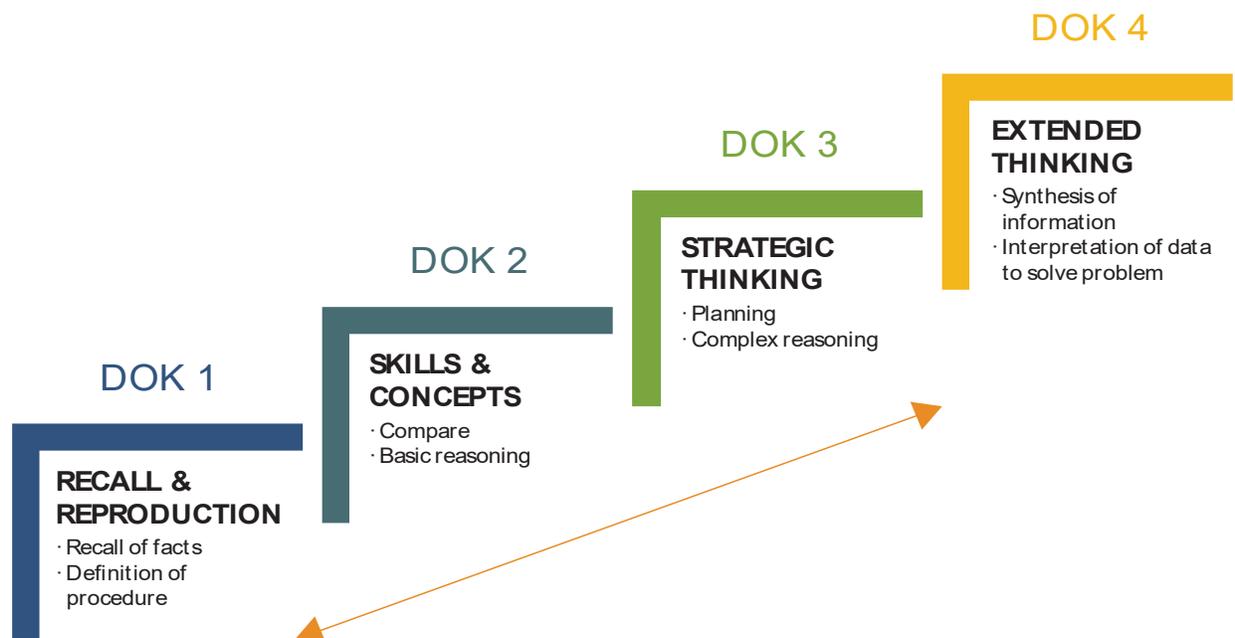




## COMMUNICATION MEDIA ARTS

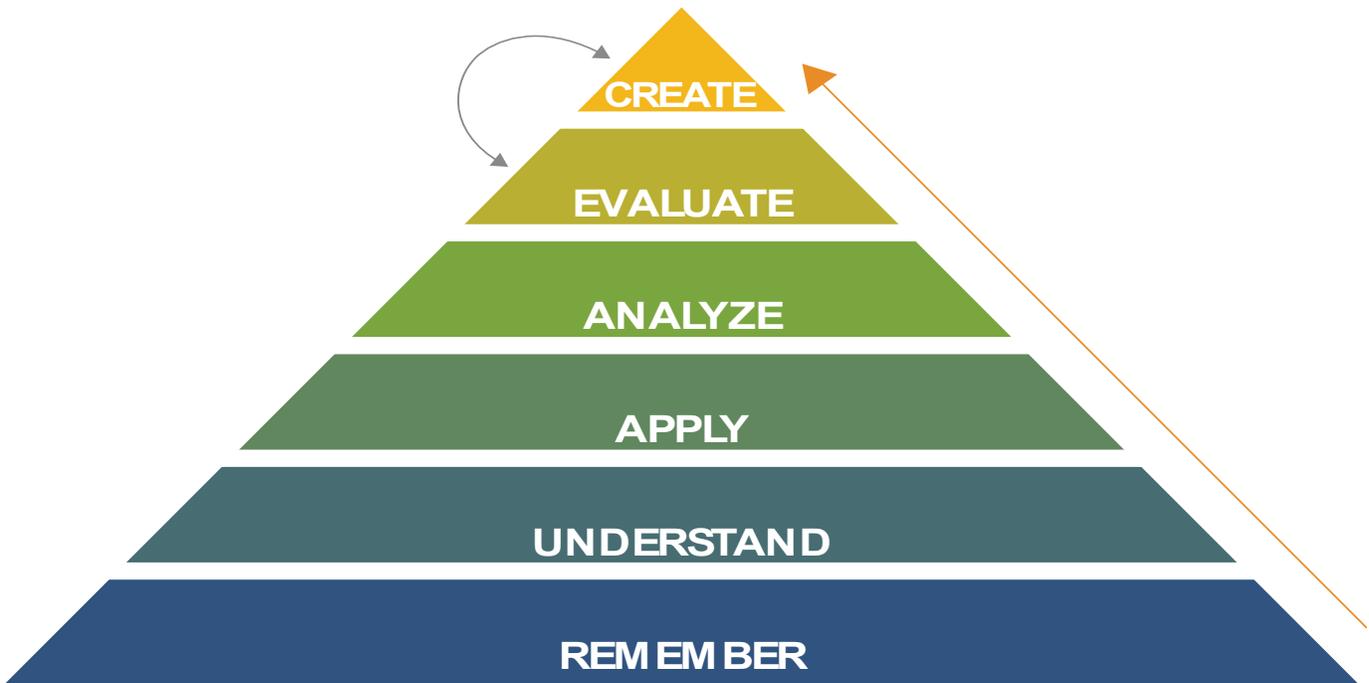
**Course Description:** This course is a professionally oriented media program for youths interested in learning Broadcast Journalism. This includes on-the-air experience - announcing skills and production techniques - as well as leadership with other Broadcast Journalism trainees. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines.



Webb Dept of Knowledge.

1. **Level 1 (Acquired knowledge)** involves recall and reproduction. Remembering facts or defining a procedure.
2. **Level 2 (Knowledge Application)** are skills and concepts. Students use learned concepts to answer questions.
3. **Level 3 (Analysis)** involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results.

4. **Level 4 (Augmentation)** is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real world contexts.



**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

## 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:** Youths 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. Youths will also learn the basic functions of the editor by taking clips previously recorded and edit those clips into a rollout. Youths will include a music bed in the rollout through the broadcast subscribed music library.

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

- LHS Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.

### **Supporting Standards for unit:**

- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- CREATIVE COMMUNICATOR. Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- EMPOWERED LEARNER: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- Youths will develop positive social identities based on their membership in multiple groups in society.
- Youths will recognize that peoples' multiple identities interact and create unique and complex individuals.

- Youths will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Youths need to know)</b>	<b>Unwrapped Skills (Youths need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a writing process	follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task	produce	Analyze	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose	produce	Analyze	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience	produce	Analyze	2
precise language	choose	Analyze	1
syntactical choice to reflect an understanding of how language contributes to meaning	make	Analyze	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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<p style="text-align: center;">Journalism Freedom of the Press</p>	<p style="text-align: center;">Broadcast Writing for Voice Lead-in Segue Pre-Focus Iris White Balance Technical Director Producer Camera Operator Teleprompter Audio Operator Anchor</p>

**Resources for Vocabulary Development:**

## 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:*

- LHS. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

*Supporting:*

- Youths will develop an understanding of and be able to select and use information and communication technologies.

**Detailed Description/Instructions:** Youths receive basic terms and definitions for Broadcast, Journalism, and Writing for Voice. Youths discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. Youths share how they could play the role as journalists at their high community. Youths 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:*

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

*Supporting:*

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

**Detailed Description/Instructions:** Youths provide a journal entry per day with topics ranging from identifying lead-ins and segues to speaking/writing styles. Youths 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:*

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

#### *Supporting:*

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

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

- LHS. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

#### *Supporting:*

- Youths will develop an understanding of and be able to select and use information and communication technologies.
- CREATIVE COMMUNICATOR.6: Youths 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:** Youths 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:*

- Youths will develop the abilities to use and maintain technological products and systems.

*Supporting:*

- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER1: Youths 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:** Youths will learn the three basic steps to setting up a studio camera. After researching functions using the text material, youths 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:*

- Youths will develop the abilities to use and maintain technological products and systems.

*Supporting:*

- Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER1: Youths 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:** Youths will be introduced to editing video clips by using clips recorded by the instructor from the news conference activity. Youths 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.)

Youths will work in pairs on a newscast with readers and rollouts. Each youth will insert their previously written readers on the news conference into a television news script on Google Docs. Youths will include an edited rollout from the news conference to end the newscast. When youths are not presenting the newscast they will run studio production for the other groups.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Introduction to Broadcast Journalism	Note-taking and discussion on freedom of the press and broadcast journalism	Youths receive basic terms and definitions for Broadcast, Journalism, and Writing for Voice. Youths discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. Youths share how they could play the role as journalists at their high community. Youths receive examples of writing for voice.	1-2 days
Introduction to Broadcast Journalism	Journal submissions for Writing for Voice in Broadcasting	Youths provide a journal entry per day with topics ranging from identifying lead-ins and segues to speaking/writing styles. Youths watch a brief video clip and then respond.	4-5 days
Broadcast Writing Structure	News Conference Simulation	Youths act as reporters at a news conference, taking notes on each youth as they share two truths and a lie about themselves. Youth reporters must ask questions until they discover the two facts that are true about the youth. Youth reporters take notes on each youth as they will each be assigned an individual youth for a future story subject.	2 days
Broadcast Writing Structure	Readers (writing a basic broadcast story to be delivered on camera)	Youths 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.	1-2 days

<p>Camera Functions and Editing 101</p>	<p>Set up for a studio camera</p>	<p>Youths will learn the three basic steps to setting up a studio camera. After researching functions using the text material, youths will execute the steps of white balance, pre-focus, and iris on the studio cameras.</p>	<p>1 day</p>
<p>Camera Functions and Editing 101</p>	<p>Rollouts</p>	<p>Youths will be introduced to editing video clips by using clips recorded by the instructor from the news conference activity. Youths 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.</p>	<p>1-2 days</p>

## Unit 2: Voiceovers

**Subject:** Broadcast Journalism 1

**Grade:** 9-12

**Name of Unit:** Voiceovers

**Length of Unit:** 2 weeks

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

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

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

- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- KNOWLEDGE COLLECTOR: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

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

<b>Unwrapped Concepts (Youths need to know)</b>	<b>Unwrapped Skills (Youths need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a writing process	follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task	produce	Analyze	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose	produce	Analyze	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience	produce	Analyze	2
appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	plan	Apply	2
appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	deliver	Analyze	2
appropriate presentations concisely and logically based on the purpose making strategic use	deliver	Analyze	2

of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
writing with consideration for the task, purpose, and audience	Review	Understand	2
writing with consideration for the task, purpose, and audience	Revise	Apply	2
writing with consideration for the task, purpose, and audience	Edit	Create	2
a command of the conventions of standard English grammar and usage including spelling and punctuation.	Demonstrate	Apply	2

**Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

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
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**Resources for Vocabulary Development:**

## Topic 1: Shooting 101

### **Engaging Experience 1**

**Title:** Storyboard

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- Review, revise, and edit writing with consideration for the task, purpose, and audience.

**Detailed Description/Instructions:** Youths will work in pairs on a video scavenger hunt. Youths 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:*

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

*Supporting:*

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

**Detailed Description/Instructions:** Youths 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:*

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
- Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

*Supporting:*

- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

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

**Bloom's Levels:** Apply

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Convert a community announcement into a broadcast story

**Suggested Length of Time:** 1 day

#### **Standards Addressed**

*Priority:*

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- LHS. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

*Supporting:*

- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LHS. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,

purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**Detailed Description/Instructions:** Youths will access the daily media and choose a community and historic 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:*

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

##### *Supporting:*

- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- KNOWLEDGE COLLECTOR.: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Youths 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:*

- LHS. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- LHS. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage including spelling and punctuation.

#### *Supporting:*

- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- CREATIVE COMMUNICATOR. Youths 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:** Youths 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:** Youths in pairs will present a newscast with a voiceover to the class. Youths will also include their individually written stories from the newspapers and community announcements in the newscast. When youths are not presenting, they are running cameras, audio, teleprompter, directing, and producing the newscast for another

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Shooting 101	Storyboard	Youths will work in pairs on a video scavenger hunt. Youths will storyboard the shots they are individually responsible for within their group.	1 day
Shooting 101	Scavenger Hunt	Youths work in pairs as they film the shots from their storyboard.	2 days
Writing	Convert a newspaper story into a broadcast story	Youths will cut out newspaper articles from a recent issue of the local paper. Youths will rewrite the article using broadcast writing conventions.	1 day
Writing	Convert a community announcement into a broadcast story	Youths will access the daily bulletin on the District and choose a community announcement to re-write using broadcast writing conventions.	1 day
Editing	Sequencing Events	Youths 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	Youths 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:** Youths 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. Youths will showcase what they learned in the production of a VOSOT at the end of the unit.

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

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

### **Supporting Standards for unit:**

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- KNOWLEDGE COLLECTOR: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- CREATIVE COMMUNICATOR: Youths 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: Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Youths need to know)</b>	<b>Unwrapped Skills (Youths need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
a writing process	follow	Apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task	produce	Analyze	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose	produce	Analyze	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience	produce	Analyze	3
appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	plan	Apply	3
appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	deliver	Analyze	3
appropriate presentations concisely and logically based on the purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	deliver	Analyze	3

**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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
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:**

## Topic 1: Shooting Sequences

### **Engaging Experience 1**

**Title:** Storyboard and film sequences

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

### **Standards Addressed**

#### *Priority:*

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

#### *Supporting:*

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- Youths will develop the abilities to use and maintain technological products and systems.
- KNOWLEDGE COLLECTOR: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Youths will be assigned to complete a story in the form of a VO/SOT on another member of their group. Youths will storyboard and film sequences of their partner using a prop from something that is the person's hobby. (For example, if their partner plays basketball, the youth 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:*

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

#### *Supporting:*

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- Youths will develop the abilities to use and maintain technological products and systems.
- KNOWLEDGE COLLECTOR: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Youths 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 youth 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:*

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

#### *Supporting:*

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- CREATIVE COMMUNICATOR.: Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The youth 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:*

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

*Supporting:*

- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.

**Detailed Description/Instructions:** After an in-class demonstration, youths 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:*

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

*Supporting:*

- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- KNOWLEDGE COLLECTOR: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Youths 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:*

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

*Supporting:*

- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- KNOWLEDGE COLLECTOR.3: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.4: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Youths 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:*

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

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

*Supporting:*

- LHS. Review, revise, and edit writing with consideration for the task, purpose, and audience.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- CREATIVE COMMUNICATOR.6: Youths 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 youth 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** Youths will type their VO/SOTS in a television news script on Google Docs. Script cues must be included for VO, SOT, TRT, and CG. Youths will present their newscast in small groups. If a youth is not an anchor, he or she should be directing the newscast. ALL youths will be provided background knowledge on directing and cueing multiple videos to play live in a newscast.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Shooting Sequences	Storyboard and film sequences	Youths will be assigned to complete a story in the form of a VO/SOT on another member of their group. Youths 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 youth films sequences of that person playing basketball).	2-3 days
Shooting Sequences	Storyboard and film cutaways	Youths 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 youth 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 youth 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, youths will proceed to film their assigned interview using rule of thirds framing principles.	1-2 days
Editing VO/SOTS	Editing the VO	Youths will edit the voiceover as part of their VO/SOT. The voiceover should include sequences, cutaways, and avoid	2-3 days

		jump cuts. The VO should be 30-40 seconds in length.	
Editing VO/SOTS	Editing the SOT	Youths 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 youth 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:** Youths 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 community news.

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

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

### **Supporting Standards for unit:**

- LHS. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- LHS. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LHS. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.

- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- DIGITAL CITIZEN: Youths 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.
- KNOWLEDGE COLLECTOR.3: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.4: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- CREATIVE COMMUNICATOR. Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

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

clear and coherent writing in which the development, organization, style, and voice are appropriate to the purpose	produce	Create	4
clear and coherent writing in which the development, organization, style, and voice are appropriate to the audience	produce	Create	4
appropriate presentations concisely and logically based on the task making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	plan	Apply	4
appropriate presentations concisely and logically based on the audience making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	deliver	Analyze	3
thoughtfully to diverse perspectives including those presented in diverse media	respond	Analyze	2
points of agreement and disagreement	summarize	Evaluate	3
contradictions when possible	resolve	Evaluate	3
what additional information or research is needed.	determine	Evaluate	4

**Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:**

## Topic 1: Feature Package (Story) Development

### **Engaging Experience 1**

**Title:** Story Idea Form

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

**Standards Addressed**

*Priority:*

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

**Detailed Description/Instructions:** Youths will brainstorm on a possible feature story on someone or something at community. Youths 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 community youths.

Youths 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:*

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

**Detailed Description/Instructions:** Youths 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:*

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

*Supporting:*

- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- CREATIVE COMMUNICATOR Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples' multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths 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:** Youths will complete a handout identifying at least three interviews for their story. Youths 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:*

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

*Supporting:*

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

**Detailed Description/Instructions:** Youths will capture b-roll for the package. Youths are responsible for filming sequences and cutaways that provide opportunities for natural sound. Youths 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:*

- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

*Supporting:*

- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER1: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- CREATIVE COMMUNICATOR.6: Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples' multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths 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:** Youths will conduct an interview with the central compelling character. Youths 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:*

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

#### *Supporting:*

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

- **CREATIVE COMMUNICATOR.** Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination, racism).

**Detailed Description/Instructions:** Youths will edit down multiple sound bites from the raw interview footage. Youths 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:*

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

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

*Supporting:*

- CREATIVE COMMUNICATOR.6: Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths 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:** Youths will write and voice tracks that set up or transition to each part of the story. Youths will edit down tracks and fit them in between sound bites on the timeline.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

**Engaging Experience 3**

**Title:** Editing b-roll and tweaking audio (PKG completion)

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

**Standards Addressed**

*Priority:*

- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*Supporting:*

- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER.1: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- DIGITAL CITIZEN.2: Youths 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.
- KNOWLEDGE COLLECTOR.3: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.4: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

**Detailed Description/Instructions:** Youths will insert b-roll over the top of the voice tracks in the timeline. B-roll and writing should support each other. Youths 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 youth will identify a broadcast journalist from the profession. Each youth 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

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Feature Package (Story) Development	Story Idea Form	<p>Youths will brainstorm on a possible feature story on someone or something at community. Youths 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 community youths. Youths will sign off on an initial due date and a final air date.</p>	2-3 days
Feature Package (Story) Development	Storyboard	<p>Youths will complete a full storyboard sketching possible shots of sequences, cutaways, opening shots, and closing shots for their story.</p>	1-2 days
Feature Package (Story) Development	Interview Questions form	<p>Youths will complete a handout identifying at least three interviews for their story. Youths will provide questions for each interview subject. Each question should begin with the five W's.</p>	1-2 days
ENG (Electronic News Gathering) for a PKG	Capture package b-roll	<p>Youths will capture b-roll for the package. Youths are responsible for filming sequences and cutaways that provide opportunities for natural sound. Youths are encouraged to film in multiple locations.</p>	5 days

ENG (Electronic News Gathering) for a PKG	Conduct interviews for the package	Youths will conduct an interview with the central compelling character. Youths will conduct interviews with other subjects who are connected to the central compelling character.	5 days
Editing and Writing the PKG	Editing the interviews	Youths will edit down multiple sound bites from the raw interview footage. Youths 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	Youths will write and voice tracks that set up or transition to each part of the story. Youths 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)	Youths will insert b-roll over the top of the voice tracks in the timeline. B-roll and writing should support each other. Youths 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:** Youths will identify more than one side to a news story through the coverage of a mock news event in class. In small groups, youths 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:**

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

### **Supporting Standards for unit:**

- LHS. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.

- **EMPOWERED LEARNER:** Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **DIGITAL CITIZEN:** Youths 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.
- **KNOWLEDGE COLLECTOR.** Youths 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:** Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **CREATIVE COMMUNICATOR** Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination, racism).

<b>Unwrapped Concepts (Youths need to know)</b>	<b>Unwrapped Skills (Youths need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb's DOK</b>
audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience.	Speak	Apply	3

Listeners by presenting with fluent and clear articulation, strategically varying volume, pitch, and pace.	Engage	Apply	3
thoughtfully to diverse perspectives including those presented in diverse media	respond	Analyze	2
points of agreement and disagreement	summarize	Evaluate	3
contradictions when possible	resolve	Evaluate	3
what additional information or research is needed.	determine	Evaluate	4
thoughtfully to diverse perspectives including those presented in diverse media	respond	Analyze	2
role in troubleshooting, research, and problem solve	develop	Apply	3
information to make connections through formatting, graphics, and multimedia	organize	Create	4
the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	introduce	Understand	3
the writer's purpose	achieve	Apply	3
an awareness of audience by making choices regarding organization and content.	demonstrate	Analyze	4

**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:**

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

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

## Topic 1: News Package and News Production

### **Engaging Experience 1**

**Title:** News Package

**Suggested Length of Time:** 2 weeks

### **Standards Addressed**

#### *Priority:*

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

#### *Supporting:*

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.

- **EMPOWERED LEARNER:** Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **DIGITAL CITIZEN.** Youths 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.
- **KNOWLEDGE COLLECTOR.:** Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **INNOVATIVE DESIGNER.:** Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **CREATIVE COMMUNICATOR.** Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples' multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination, racism).

**Detailed Description/Instructions:** Youths are given a story prompt based on a recent newspaper article. Youths 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:** Stories

**Suggested Length of Time:** 3-4 weeks

### **Standards Addressed**

#### *Priority:*

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

#### *Supporting:*

- LHS. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LHS. Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER1: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- **DIGITAL CITIZEN:** Youths 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.
- **KNOWLEDGE COLLECTOR.3:** Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **INNOVATIVE DESIGNER.4:** Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **CREATIVE COMMUNICATOR.** Youths 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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- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
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- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination, racism).

**Detailed Description/Instructions:** Youths work individually to provide a story in the form of a news or feature package for the end of year Crazy 8's newscast. Youths will have 8 class days to film and 8 class days to edit.

**Bloom's Levels:** Create

**Webb's DOK:** 4

### **Engaging Experience 3**

**Title:** Newscast

**Suggested Length of Time:** 3-4 weeks

#### **Standards Addressed**

*Priority:*

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

*Supporting:*

- LHS. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LHS. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- Youths will develop the abilities to use and maintain technological products and systems.
- Youths will develop an understanding of and be able to select and use information and communication technologies.
- EMPOWERED LEARNER1: Youths leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- Youths 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.
- KNOWLEDGE COLLECTOR.3: Youths critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- INNOVATIVE DESIGNER.4: Youths use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- CREATIVE COMMUNICATOR.6: Youths communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Youths will recognize that peoples' multiple identities interact and create unique and complex individuals.
- Youths will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces
- Youths will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Youths 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.
- Youths will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Youths 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:** Youths will be trained and assigned roles in news production which include producer, director, audio operator, prompter operator, camera operator, etc. As a whole class, youths 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** Youths will present individual Powerpoints or Google Slides presentations on a cable news/sports network of their choice. Youths 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

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
News package and News Production	News Package	Youths are given a story prompt based on a recent newspaper article. Youths 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	Leading Story	Youths work individually to provide a story in the form of a news or feature package for the end of class newscast. Youths will have 8 class days to film and 8 class days to edit.	3-4 weeks
News Package and News Production	Newscast	Youths will be trained and assigned roles in news production which include producer, director, audio operator, prompter operator, camera operator, etc. As a whole class youths 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 youths 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 youths. These experiences are aligned to priority and supporting standards, thus stating what youths 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 youths 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 youths in the learning.

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

## What are the 5 Ws?

The **Five Ws**. According to the principle of the Five Ws, a report can only be considered complete if it answers these questions starting with an **interrogative word**:

- **Who** is it about?

- **What** happened?
- **When** did it take place?
- **Where** did it take place?
- **Why** did it happen?