

Unit 04: Multimedia Broadcasting (Video and Radio/Podcasting) Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- there are several steps to take that involve organization and planning before shooting a broadcast video segment
- broadcast script writing is more conversational than news article writing
- broadcast segments take groups of people working together, so communication and clear organization is key

CONTENT AREA STANDARDS

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, 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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- how to create a storyboard
- different camera angles and how to stage them
- aspects and ideas to consider in pre production
- how to outline a story/interview
- how to conduct a narrative interview
- how to write a two-column script for a news segment
- abbreviations for various equipment and functions of creating news segments

Procedural Knowledge

Students will be able to:

- create a narrative outline of another classic children's type story
- write a short two-column script about what is for lunch at school tomorrow
- plan and execute a broadcast segment
- identify the purpose and intended audience of a broadcast segment
- create a group broadcast project proposal for a news director
- organize an outline for the production process and for any interviews conducted
- conduct interviews in preparation for creating a news segment
- determine author's point of view and purpose in a storyboard or television segment
- evaluate the effectiveness of the structure of a television segment
- create a storyboard a one-minute scene from one of their favorite movies.
- create a storyboard for an interview
- use technology to film a long-form personal profile of one of their classmates or a promotional video
- write an informative text (a one-page review for already-made news packages, discussing camera angles and placement, the concept of the story and editor's methods); produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- prepare for, record and edit a podcast using Audacity

EVIDENCE OF LEARNING

Alternate Assessments

- Peer Interviews
- Group Broadcast Project
- Storyboard Analysis
- Student/Teacher Conferences
- Modified Rubrics

Formative Assessments

- Interview a peer
- Group broadcast project proposal for a news director
- Conduct interviews in preparation for creating a news segment
- Storyboard analysis
- Storyboard for famous movies
- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses
- Group work/projects
- No Red Ink assessments for various grammatical skills

Summative Assessments

- Unit test on terminology
- one-page review for news packages
- long-form personal profile of one of their classmates or a promotional video
- podcast interview

RESOURCES (Instructional, Supplemental, Intervention Materials)

“Good Night and Good Luck” movie, The Record, The Star-Ledger, The New York Times, Colt Chronicle,

NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, laptops, guest speaker (digital photography teacher), NoRedInk.com, Newsela.com, Canva.com, [Unit 4 Google Folder](#), The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Technology/multimedia

- video case studies
- audio/visual media analysis
- educational tech applications

English language arts

- informative writing
- speech/debate

Social Studies

- current events

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher