

Journalism II

Curriculum

**Francis Howell
School District**



**Board Approved:
May 21, 2014**

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

One of the goals of Journalism II is to introduce the student to the various forms of digital multimedia and the non-fiction writing styles inherent to those specific types of digital media communication. Students will practice all communication skills, including reading, writing, speaking, listening, viewing, and researching and interpreting information. Students will also be expected to combine their knowledge and experience through reflection and exploration, and through generation of new ideas designed to solve problems and make decisions. Students will practice effectively communicating their ideas and experiences to others through speaking, non-fiction writing, listening, and information gathering as it relates to the digital media sphere.

Course Description

The student will explore all aspects of digital non-fiction writing and speaking, focusing heavily on persuasive writing, broadcast writing and writing for emergent media. Research, reading, news/media literacy, and the study of media law and ethics will be other main components of this course. The student will follow the writing process. This course is recommended before taking Newspaper Production or Yearbook Production. Journalism I is recommended prior to taking Journalism II but not required because Journalism I focuses on the production of a print story while this course focuses on the production of multimedia.

Journalism II Curriculum Team

Curriculum Committee

Matt Schott
Aaron Manfull
Jordyn Klackner
Michele Dunaway

Francis Howell Central
Francis Howell North
Francis Howell North
Francis Howell High

ELA Content Leader
Director of Student Learning
Chief Academic Officer
Superintendent

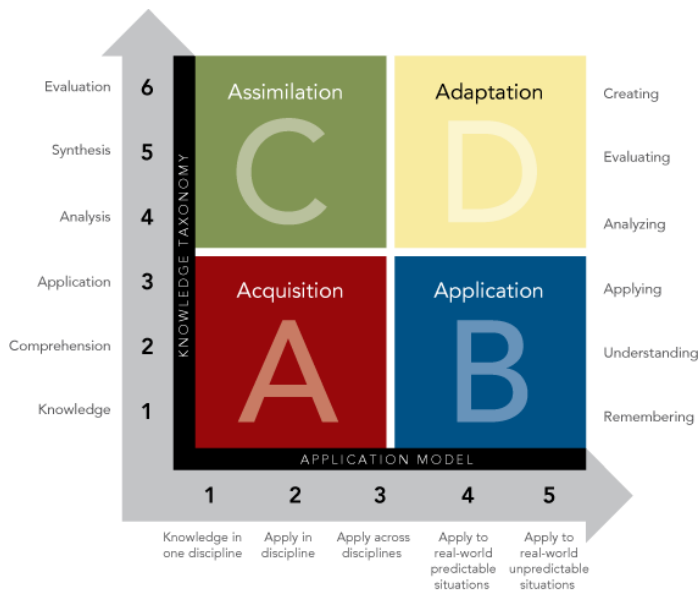
Erin Thurston
Dr. Chris Greiner
Dr. Mary Hendricks-Harris
Dr. Pam Sloan

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards: ELA

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Unit 1: Media Literacy	Unit 2: Research	Unit 3: Writing
3 weeks	6 weeks	9 weeks
PE Assessment: RI1, RI6, RI7, W1	PE Assessment: SL1, SL5, SL6, W2, W4	PE Assessment: W2, W4, W5, W8, RI2, L1
Unit: RL3, RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI10, W1, W4, SL1, SL3, ISTE 1.A, ISTE 1.B, ISTE 2.B, ISTE 4.C	Unit: SL1, SL3, W1, W2, W4, W10, RI2, RI6, RI7, RI10, L6, ISTE 2A, ISTE 3B, ISTE 4C, ISTE 5A, ISTE 6	Unit: W2, 24, 25, 28, 210, RI2, RI6, RI7, L1, L4, ISTE1.A, ISTE 1.B, ISTE 2, ISTE 3.C, ISTE 4.C, ISTE 5.B, ISTE 6.B

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Quarter 1	In this unit, students will explore the qualities that define media literacy. Students will compare and contrast student press rights with professional press rights. Students will evaluate videos and discover the qualities that contribute to their overall effectiveness. Lastly, students will determine how ethics and professional responsibility come into play when making a video.	3 weeks	Students will analyze and evaluate a given media clip as to its bias, ethics, effectiveness using the ACECE format.	RI1, RI6, RI7, W1
Quarter 1/2	In this unit, students will learn the basics of interviewing. Students will compare and contrast good and bad interviews and evaluate the effectiveness of their own interview questions. Lastly, students explore the credibility and necessity of other sources and begin learning the basics of the film equipment	6 weeks	Students will effectively conduct a personal, video interview as well complete a personal reflection on the interview process.	SL1, SL5, SL6, W2, W4
Quarter 2	Students will learn the skills needed for writing for media and create a publishable product.	9 weeks	Students will create a two-column storyboard script for a story 1-2 minutes in length.	W2, W4, W5, W8, RI2, L1

Unit 1: Media Literacy

Content Area: English Language Arts	Course: Journalism II	UNIT: Media Literacy
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Unit Description: In this unit, students will explore the qualities that define media literacy. Students will compare and contrast student press rights with professional press rights. Students will evaluate videos and discover the qualities that contribute to their overall effectiveness. Lastly, students will determine how ethics and professional responsibility come into play when making a video.	Unit Timeline: 3 weeks
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DESIRED Results

Transfer Goal - Students will be able to research, read, write, and analyze non-fiction media across a variety of digital platforms.

Understandings – Students will understand ... (Big Ideas)

1. How news consumers comprehend and use journalism.
2. Journalistic ethics and responsibility including both professional and student rights.
3. How professional values and practices impact the quality of the media.
4. Evaluate the impact of specific media messages on society.

Essential Questions:

- How does bias impact the received message?
- How are student press rights different from professional press rights?
- How is society impacted by news media?
- Why is it important to consider ethical guidelines when creating media?
- How can I (the student) produce a quality production?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p>	RI 1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	RL 1
<p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	RI 2	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p>	RI 2
<p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p>	RL 3	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p>	RL 3
<p>Authors are intentional about the structure of ideas in order to effectively convey the overall message.</p>	RI 3	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	RI 3
<p>The definition of figurative language and words have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which engages the reader and conveys the overall message of the text. Readers use decoding strategies, such as context clues, & knowledge of roots and affixes etc. to help understand the meanings.</p>	RI 4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	RI 4
<p>Authors make deliberate choices regarding text structure to hold the reader’s attention and best convey the overall message of the text. Readers need to determine how effective those choices are.</p>	RI 5	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	RI 5

<p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to convey their overall purpose.</p> <p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message and keep an objective tone and present both sides while writing arguments.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers use the most up-to-date and accurate information as evidence</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RI 6</p> <p>RI 7</p> <p>RI 10</p> <p>W 1</p>	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing, how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>	<p>RI 6</p> <p>RI 7</p> <p>RI 10</p> <p>W 1</p>
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<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>W 4</p> <p>SL 1</p>	<p>discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>W 4</p> <p>SL 1</p>
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Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.	SL 3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL 3
Writers demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	ISTE 1 a & b	(a) apply existing knowledge to generate new ideas, products, or processes, and (b) create original works as a means of personal or group expression	ISTE 1 a & b
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2b	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	ISTE 2b
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	ISTE 4c	Collect and analyze data to identify solutions and/or make informed decisions	ISTE 4c

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
2, 4	RI1, RI6, RI7, W1,	<p style="text-align: center;">Description of Assessment Performance Task(s): <i>Students will analyze and evaluate a given media clip as to its bias, ethics, effectiveness using the <u>ACECE</u> format.</i></p> <p>Teacher will determine student mastery when a 3 of 4 or 4 of 4 score is reached.</p> <p><u>Scoring Guide</u></p>	<p>B</p> <p><u>21 Century</u> Critical Thinking</p>

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	RI2, RI10, SL1	<p>1. Activity: Student media/press rights</p> <p>Using the powerpoints on the Student Press Law Center website, overview student press law and student press rights. After powerpoint(s) student will use Quiz Quiz Trade to check for and further understanding. Then students will apply the press law to given scenarios through collaborative discussion (Roundtable Consensus, Fish Bowl, Talking Chips).</p> <p>Appendix Documents: http://www.splc.org/page/quizzes http://www.splc.org/page/presentations-and-handouts http://www.splc.org/page/information-for-advisers</p>	Cooperative Learning	B Communication
1, 3	RI4, RI6, RI10, SL1	<p>2. Activity: Media Bias</p> <p>Students will define media bias. Then, students will watch clips showing the coverage of a teacher-selected current event from at least two different news sources. While students are watching, they will take notes as to each reporter/news channel covered the story. Then, turning to a shoulder partner, compare the results. Bring the results to a whole class conversation. Vote on which one was more biased. Watch another two clips and repeat process, adding additional discussion as to how each could have corrected the bias.</p>	Identifying Similarities & Differences	B Critical Thinking
3	W4, RI6, RI 10, SL1, ISTE 4.c	<p>3. Activity: What makes a good video</p> <p>Using the latest, school appropriate, viral video, students will watch the selected video. Then, use Jot Thoughts to discuss likes and dislikes from the video. Student groups will “vote” for favorite video via Poll Everywhere or Kahoot. Students will</p>	Cooperative Learning Identifying Similarities	B Critical Thinking

		<p>then participate in whole class discussion of results. After class discussion, students will classify qualities of the favorite video. Some qualities to look for include connects to emotions, allows viewers to learn something, technical value, entertainment value. Next, students will watch a teacher-selected news clip and repeat the process. Student will write a CR (ACECE format) that answers the below listed writing prompt.</p> <p>Writing Prompt: How was this clip different from the previous one in the way the reader liked/disliked it? Scoring Guide</p>	& Differences	
1, 3, 4	RI3, RI5, RI 10, SL1	<p>4. Activity: Story Basics</p> <p>Students will view a teacher-selected news clip. Using Rally Robin or Think-Pair-Share, students will diagram the story for the beginning, middle, and end. After the groups determine the beginning, middle, and end of the story, students will use Jot Thoughts to determine the who, what, where, when, and how of the story. In addition, each group will be assigned to analyze the video for ethical considerations, bias, emotional connection, news value, technical considerations, or entertainment value. Students will participate in Two Stray/One Stay or One or More Stray to learn viewpoints from other groups.</p> <p>Form</p>	Cooperative Learning	B Communication
1, 3, 4	RI3, RI5, RI 10, SL 1	<p>5. Activity: Planning a Story</p> <p>Take a current event at your school, like prom, winter break, etc. Using the story planning worksheet, students will determine who, what, where, when, why and how of the story. Students will also write ethical issues to be considered, what bias may creep into the story, what emotional connection will need to be made for students to care about the story, what the news value of the story is, technical considerations for the interview and visual aspect of the story and what the entertainment (visual) value of the story will be.</p> <p>Planning form</p> <p>Directions</p>	graphic organizer	B Creativity

1,2,4	RL3 SL 1 SL 3 W3 ISTE 1.a ISTE 1.b ISTE 2.a	<p>6. Activity: Create a PSA</p> <p>In small groups, students will use technology to create a 30-45 second PSA (Public Service Announcement) for an upcoming school event. Students will watch and review examples of PSA in a gallery walk type assignment. Students will evaluate and analyze example PSA for qualities needed. Students will use talking chips to discuss current school events and the issues that surround those events. Using the story planning organizer, students will determine who, what, where, when, why and how of the PSA. Students will also write ethical issues to be considered: what bias may creep into the story, what emotional connection will need to be made for students to care about the story, what the news value of the story is, technical considerations for the interview, the visual aspect of the story and, the entertainment (visual) value of the story will be. Students will then film the PSA and present to the class. Students will use a variety of recording equipment and editing software to complete the project.</p> <p>Planning form</p> <p>Directions & Scoring Guide</p>	Cooperative Learning	D Collaboration
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Unit 1: Resources

UNIT RESOURCES	
<p>Teacher Resources: Student Press Law Center YouTube Local and national news websites Kagan Cooperative Learning Structures Kagan website</p>	
<p>Student Resources: Video cameras of Canon T5i cameras Wired or Wireless microphones Adobe Premier, Final Cut Pro, iMovie or other video production software Lynda.com</p>	

Vocabulary:

Advertising--the act or practice of calling public attention to one's product, service, need, etc., especially by paid announcements in newspapers and magazines, over radio or TV or internet

Beginning--how the story starts

Bias--prejudice, whether made consciously or unconsciously

Censorship--is the suppression of speech, public communication or other information which may be considered objectionable, harmful, sensitive, politically incorrect or inconvenient as determined by governments, media outlets, authorities or other groups or institutions

Confidentiality--is a set of rules or a promise that limits access or places restrictions on certain types of information

Copyright--a legal right created by the law of a country that grants the creator of an original work exclusive rights to its use and distribution, usually for a limited time

Cyber law--or internet law, governs the dissemination of both digitized information and the software itself. This law term encapsulates the legal issues surrounding the internet

Emotional connection--how the viewer becomes attached to the story, why the viewer cares

End--how the story ends

Fair Use--is a limitation and exception to the exclusive right granted by copyright law to the author of a creative work. Fair use permits limited use of copyrighted material without acquiring permission from the rights holders.

First Amendment--the freedom of the press granted in the Bill of Rights of the US Constitution

Freedom of Information--The Freedom of Information Act (FOIA) is a law that gives you the right to access information from the federal government. It is often described as the law that keeps citizens in the know about their government.

Hazelwood v. Kuhlmeier--Supreme Court case limiting the freedoms granted in Tinker v. Des Moines

Invasion of Privacy--occurs when there is an intrusion upon your reasonable expectation to be left alone.

Libel--a published false statement that is damaging to a person's reputation; a written defamation.

Middle--the center part of a story

Misappropriation--is the unauthorized use of another's name, likeness, or identity without that person's permission, resulting in harm to that person

Morse v. Frederick--in which the Court held, 5–4, that the First Amendment does not prevent educators from suppressing, at a school-supervised event, student speech that is reasonably viewed as promoting illegal drug use

News Value--what makes the story news, why it is important to the viewer.

Privacy--the ability of an individual or group to seclude themselves, or information about themselves, and thereby express themselves selectively

PSA--public service announcement

Shield Laws--is legislation designed to protect reporter's privilege, or the right of news reporters to refuse to testify as to information and/or sources of information obtained during the news gathering and dissemination process.

Slander--the action or crime of making a false spoken statement damaging to a person's reputation.

Tinker v. Des Moines--Supreme Court case saying students rights do not end at the schoolhouse door

Unit 2: Research

Content Area: English Language Arts	Course: Journalism II	UNIT: Research
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Unit Description: In this unit, students will learn the basics of interviewing and the specific techniques for multimedia interviews. Students will compare and contrast good and bad interviews and evaluate the effectiveness of their own interview questions. Lastly, students explore the credibility and necessity of other sources and begin learning the basics of the film equipment.	Unit Timeline: 6 weeks
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DESIRED Results
Transfer Goal - Students will be able to research, read, write, and analyze non-fiction media across a variety of digital platforms.

Understandings – Students will understand ... (Big Ideas)

1. How to prepare and conduct an interview for broadcast.
2. The importance of finding and evaluating the credibility of an interview source
3. How to use digital recording equipment.
4. That self-reflection impacts their future work as a journalist.

<u>Essential Questions: Students will keep considering...</u> <ul style="list-style-type: none">● Why is it important to evaluate the credibility of sources?● How do I present myself both behaviorally and physically in a formal interview?● How can preparing for an interview help me be more successful with my interview?● How does reflecting on my work help me grow as a journalist?
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Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p> <p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p>	<p>SL 1</p> <p>SL3</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL 1</p> <p>SL3</p>

<p>Writers write to convey their purpose or message and keep an objective tone and present both sides while writing arguments.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers use the most up-to-date and accurate information as evidence</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>W1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W1</p>
<p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>W2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>W2</p>

<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to</p>	<p>W4</p> <p>W10</p> <p>RI 2</p> <p>RI6</p>	<p>c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing, how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>W4</p> <p>W10</p> <p>RI 2</p> <p>RI6</p>
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<p>convey their overall purpose.</p> <p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>Students understand human, cultural, and societal</p>	<p>RI7</p> <p>RI10</p> <p>L6</p> <p>ISTE 2.a</p> <p>ISTE 3.b</p> <p>ISTE 4.c</p> <p>ISTE 5.a</p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>Collect and analyze data to identify solutions and/or make informed decisions</p> <p>Advocate and practice safe, legal, and responsible use of information and technology</p>	<p>RI7</p> <p>RI10</p> <p>L6</p> <p>ISTE 2.a</p> <p>ISTE 3.b</p> <p>ISTE 4.c</p> <p>ITSE 5.a</p>
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<p>issues related to technology and practice legal and ethical behavior.</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>ISTE 6</p>	<p>Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>a. Understand and use technology systems b. Select and use applications effectively and productively c. Troubleshoot systems and applications d. Transfer current knowledge to learning of new technologies</p>	<p>ISTE 6</p>
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Unit 2: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 2, 3, 4</p>	<p><u>Standards</u></p> <p>SL1, SL5, SL6, W2, W4</p>	<p><u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): <i>Students will effectively conduct a personal, video interview as well complete a personal reflection on the interview process.</i></p> <p><u>Performance:</u> Mastery:</p> <ul style="list-style-type: none"> ● Students will show that they really understand when they... ● Come to interview prepared and have researched the topic ● Use databases and other fact checking sources accurately ● Ask meaningful questions and follow-up questions in their one-on-one interviews at the end of the unit ● Complete an interview on film, which shows questions were prepared, the source is comfortable and the student asks strong initial questions and necessary follow-up questions. ● Show their ability to use the film equipment at the most basic level <p>*Performance Task: Effectively complete one video interview with the primary source of a chosen story (to be continued throughout the semester), transcribe the notes from the interview and write a reflection of the interview following the interview itself.</p> <p><u>Scoring Guide:</u></p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p>B Creativity Communication</p>
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions? In order to pre-assess the students, the students will take a brief, written survey asking about what they think is important to conduct an interview. As the unit progresses, they will hopefully realize that they have left several important things off of their lists.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	SL 1, W2	<p>1. Activity: Interview Preparation and Questions</p> <p>Students will participate in a Speed Dating activity where they conduct short, unprepared interviews with various partners. After discovering together that conducting an interview without any questions written or preparation is not productive, the class will participate in a Fishbowl discussion about interview preparation steps . Following this discussion, students will watch an example of a successful interview and an unsuccessful interview. While watching the videos, students will complete a PMI chart for each video. After the videos, students will use their PMI charts to participate in a small group discussion where they will evaluate the good/bad qualities of each interview (with a focus on questions posted on the smartboard.) After students discuss the qualities of each video with their group, students will write a CR based on what they discovered in class.</p> <p>Writing prompt: In ACECE format, answer the following question - Why is video B more effective than video A? (Hint: I am looking for you to identify the qualities of video B that made it more successful than video A)</p> <ul style="list-style-type: none"> Objective: Students will be able to understand that there are necessary steps to take in order to conduct an effective interview and can differentiate a good interview from a bad one. <p>Appendix Documents: PMI Chart</p> <p>Bad interview #1: https://www.youtube.com/watch?v=jAF9EOftd20</p> <p>Bad interview #2: https://www.youtube.com/watch?v=puGmz-48IMM</p> <p>Bad interview #3: https://www.youtube.com/watch?v=yXF8Lhvjqg8</p> <p>Bad interview #4: https://www.youtube.com/watch?v=-Lenh_gyjsc</p> <p>Good interview #1: https://www.youtube.com/watch?v=zq7Er_jNNvM</p> <p>Good interview #2: https://www.youtube.com/watch?v=8yf9vW8OM3o</p> <p>Good interview #3: https://www.youtube.com/watch?v=bCGUlgJ5L6I</p>	Cooperative Learning Notetaking	B Communication

1	RI 2 RI10 L6 ISTE 2.a	<p>2. Activity: Interview Question Format</p> <p>Students will be introduced to the 21 Question Formula for interview questions. The teacher will break these questions into chunks (ex: #2-5 serve as background questions) and have the students placed in cooperative learning groups. Each group will receive a chunk of questions to review and research. After a given amount of time (up to teacher discretion) students will participate in One Stray to teach the other groups about their set of questions. When the One Stray comes back to their home group the other group members will update them on the information they missed. Once they have been introduced to all of the question types(via One Stray or Jigsaw), they will individually write a full set of questions for the Speed Dating activity they participated in last class period. Student will re-interview the subjects, at a later date, only this time with a plan and focus. Teacher will conference with each individual student on effectiveness of their prepared questions. Students will post interview questions on the Schoology discussion board. Students will be required to leave feedback for their classmates based on teacher created criteria.</p> <ul style="list-style-type: none"> Objective: Students will know the basic format of effective interview questions and be able to compose their own set. <p>Appendix Documents: 21 Question handout</p>	Summarizing & Note-taking Cooperative Learning	D Collaboration
1, 4	SL 1 W4 W10	<p>3. Activity: Mock interview</p> <p>After learning the qualities of effective interview questions and writing their own questions, students will practice asking the interview questions (and responding to the source's answers) in a broadcast setting. This will take place with the same Speed Dating partners from Activity 1. Students will then participate in a collaborative discussion such as Fishbowl to discuss why the second interview was more successful. After the collaborative discussion, students will regroup in their cooperative learning groups and participate in an All Write Round Robin on the steps in the interview preparation process. Students will participate in a quick Give One Get One to share their interview questions. Students will individually write a self reflection on what they would do the same/differently next time they had to prepare for an interview. This could also work with a staff member willing to join the class for the day.</p> <ul style="list-style-type: none"> Objective: Student will come away from this activity knowing how to prepare and conduct an interview for broadcast. <p>Appendix Documents: appropriate video clips</p>	Cooperative Learning Feedback	B Creativity Communication

1	RI7 W1 W10 ISTE 2.a ISTE 4.c	<p>4. Activity: Students will log into Schoology or Voicethread and view teacher selected medias (NPR audio Interview, National Newscast Interview, Local Newscast Interview). Students will complete a PMI chart for each media. Students will then post answers to guided discussion questions via the discussion board on either Schoology or Voicethread. Students will be evaluating the professionalism of the interview including but not limited to the the appearance of the interviewer, their conduct, and their preparedness. Some videos will be examples of successful interviews and some will be examples of unsuccessful interviews. Students will be guided to note the differences via the discussion board questions. Students will vote via poll everywhere for their favorite video. Students will come together as a class to discuss the results of the poll.</p> <ul style="list-style-type: none"> Objective: Student will understand the importance of behaving and dressing in a professional manner while conducting an interview for broadcast <p>Appendix Documents: Katie Couric, YouTube Reporter's Center (https://www.youtube.com/watch?v=4eOynrI2eTM&list=PL561E221DA45F7F8D), Tavis Smiley YouTube Reporter's Center (https://www.youtube.com/watch?v=loPmtnxI12o&index=7&list=PL561E221DA45F7F8D) Video Coach Vol. 2</p>	Identifying Similarities & Differences	B Communication
2	RI6 RI7 SL1	<p>5. Activity: Finding Credible Sources</p> <p>Students will work in groups of 4 to determine a current event that they would like more information about. Each student in the group will find two sources on that current event. Entire class will participate in a discussion about what makes a source credible (characteristics may include perspective of interviewer, credentials of interviewee, primary vs. secondary information, etc.) and small groups will develop a scoring guide based on these characteristics. Then, each group will view/listen the medias and rank the sources 1-8 and provide a rationale for each. Before conducting an interview for a story, students must be able to identify the sources that would make the most sense for a given story. In order to assess their knowledge on choosing the appropriate source type for an interview, each team will be given a set of hypothetical stories and discuss via collaborative discussion (Talking Chips) the sources that would be the most effective sources in each (ex: for a basketball story, a student would benefit more from interviewing the player and coach, than a student who walked through the game at halftime).</p> <ul style="list-style-type: none"> Objective: Students will be able to evaluate the credibility of an interview source, based on what they know is necessary to produce an effective story. Appendix Documents: Hypothetical Stories to Brainstorm 	Argumentative Thinking	D Collaboration Critical Thinking

1, 2	SL1 SL3 W10 ISTE 3.b ISTE 4.c	<p>6. Activity: Journalistic Research (fact checking and databases)</p> <p>The class will participate in a brief fishbowl discussion about other ways journalists should/could collect information (other than sources). Students will use cornell or two column notes on the basics of journalistic research via presentation from (JEA). Students will use iPad, desktop, laptop, chromebook, or another other available electronic device to scan the QR code that will lead them to the JEA presentation. that introduces students to the different types of journalistic research/what it's necessary. The research discussed in the presentation includes but is not limited to Google, databases, polls, etc. for background knowledge, expert sources, ideas for questions, etc. After the powerpoint, each group will create an example story topic/focus and each group will determine all of the appropriate forms of research that could be done with their particular story. Students will defend their choices in a presentation. After completing the assignment in groups, each team will present their findings to the class. The class will complete an evaluation form of each group deciding if they correctly identified appropriate types of research for their topic.</p> <ul style="list-style-type: none"> Objective: Students will understand why research is important in journalism and be able to recognize when it is done effectively. <p>Appendix Documents: Research Powerpoint, Finding Sources for a topic/story</p>	Note Taking	B Critical Thinking
3	RI6 RI10 W10 ISTE 2.a ISTE 5.a ISTE 6	<p>7. Activity: Students will conduct a video interview. Students will watch the DVD Video Coach, Vol. 1 in order to learn the basics of using the equipment, shooting video, composing video and shooting sequences. Students will take notes on video via a graphic organizer. Students will prepare for a basic interview which includes research and writing interview questions. Students will share questions with group and get feedback on interview questions via Rally Coach. Students will then conduct an interview using the equipment to get hands-on experience.</p> <ul style="list-style-type: none"> Objective: Students will understand how to shoot and record good audio and video (both interviews and b-roll) using DSLR cameras and how to operate all the audio/video equipment that entails. <p>Appendix Documents: Video Coach, Vol. 1, end of chapter quizzes (on video)</p>	Feedback Note Taking	C Communication Creativity
4	RI6 RI 10 W1	<p>8. Activity: Students will interview a classmate and then watch the video of theirs and their classmates interview and reflect and evaluate their performance via discussion board on either Schoology or Voicethread. Students will write a CR</p>	Feedback	B Communication

	W10 ISTE 2.a	discussing the importance the self-reflection step. Writing prompt question: How does self-reflection help me improve my interviewing techniques? <ul style="list-style-type: none"> Objective: Students will realize the benefit in reflecting upon their work and how it will help them grow and improve as broadcast journalists. 		
1, 2, 3	SL1 ISTE 2.a ISTE 6	9. Activity: Who's Who Bingo. This is an introductory activity to get students talking to other people and get them familiar with the camera equipment. You can view the activity here: http://www.jeadigitalmedia.org/2014/12/09/mini-video-lesson-whos-who-bingo/ <ul style="list-style-type: none"> Objective: Students will become familiar with the video equipment and learn to use for researching. This will also be time they are able to actively practice the interviewing skills they learned. 	Homework & Practice	B Communication
3, 4	SL1 ISTE 2.a ISTE 5 ISTE 6	10. Activity: Create a Camera Manual Project. This is an introductory activity to get students using the gear and putting together one of their first projects while creating a user guide for a video camera by first using the camera for a scavenger hunt and then having a critique session, create the guide, and reflect on their product. You can read more about it here: http://www.jeadigitalmedia.org/2014/06/18/the-first-project/ <ul style="list-style-type: none"> Objective: Through this project, students will learn to use the camera and create a camera manual video that explains its use. This will help students get familiar with the camera, speaking in front of the camera and editing. 	Generating and Testing Hypothesis	B Creativity
3, 4	SL1 ISTE 6	11. Activity: Video Lighting Camera Storytelling - Students will get direct instruction via flipped videos on lighting and the importance of lighting. They will evaluate good and bad examples of lighting in small groups, and then take that information and apply it in their videos. You can read about it here: http://www.jeadigitalmedia.org/2015/05/18/mini-lessons-for-advisers-when-news-cycles-are-slow-light-for-videos/ <ul style="list-style-type: none"> Objective: Students will learn about light for their video shoots, plan for utilizing light to their advantage for their stories, and finally go out to practice on their own. 	Note-taking	B Communication

1	ISTE 4.c	<p>12. Activity: Video Poll - Students will come up with a timely question they want to poll people in the community on. They will then go interview members of the community and share their thoughts on the issue via video. Students may use social media and Google Drive to poll community.</p> <ul style="list-style-type: none"> Objective: Students will go out with a question they want people on the street to answer and they will conduct, edit and produce a video poll. 	Generating and Testing Hypothesis	B Communication
2, 3, 4	ISTE 2.a ISTE 5 ISTE 6	<p>13. Activity: Video Scavenger Hunt - Students will go on a scavenger hunt throughout school as they learn to use the camera and practice essential video shots. You can view the activity here: https://docs.google.com/document/d/1So6nfq659Dv7DBdSiZ0vHhhxsEQcpDZN02kaZx3SDfc/edit?usp=sharing</p> <ul style="list-style-type: none"> Objective: Students will become familiar with the three main types of video shots (wide, medium and tight). 	Generating and Testing Hypothesis	B Communication
3	W2, W4, W10 ISTE 2.a, ISTE 6	<p>14. Activity: Video Sequencing Activity - Students will work in teams to create videos that use effective sequences. You can view the activity here: https://drive.google.com/file/d/0BxjpHPavHZnBcHB1OTZuNk5fZUU/view?usp=sharing</p> <ul style="list-style-type: none"> Objective: Students will work to tell mini video stories practicing their sequencing skills . 		D Creativity
1	RI6, RI7, W1, SL1	<p>15. Activity: Evaluate Effect on Society- Students will view and evaluate videos to answer the question “why is it important to find and evaluate credible sources; how does not doing this affect society?” Students will process the answers to these questions with peers either in Round Robin or Jot Thoughts format in order to springboard into a writing about what the producer did wrong, how it impacted society, and how it could have been handled differently.</p>	Homework & Practice	D Critical Thinking

Unit 2: Resources

UNIT RESOURCES
<p><u>Teacher Resources:</u> This may include:</p> <ul style="list-style-type: none"> Bad interview #1: https://www.youtube.com/watch?v=jAF9EOftd20 Bad interview #2: https://www.youtube.com/watch?v=puGmz-48IMM

- Bad interview #3: <https://www.youtube.com/watch?v=yXF8Lhvjqa8>
- Bad interview #4: https://www.youtube.com/watch?v=-Lenh_gyjsc
- Good interview #1: https://www.youtube.com/watch?v=zq7Er_jNNvM (Downey Jr- first three minutes)
- Good interview #2: <https://www.youtube.com/watch?v=8yf9vW8OM3o>
- Good interview #3: <https://www.youtube.com/watch?v=bCGUIgJ5L6l>
- <http://curriculum.jea.org/>
- <http://www.schooljournalism.org/news-gathering-lesson-plans/>
- <https://www.cteonline.org/curriculum/lessonplan/conducting-a-journalistic-interview/DtBXEE>
- <http://curriculum.jea.org/resources-news-gathering-activities/> - quick activities to teach gathering information

Student Resources:

This may include:

- DVD: Video Coach- Vol 1
- <http://www.stcharleslibrary.org/articles-databases>
- <http://gijn.org/resources/data-journalism/>
- <http://www.nytimes.com/newsletters/timesvideo/>
- <http://www.splc.org/>
- [More Database Resources here \(appendix\)](#)

Vocabulary:

B-roll - audio/video that accompanies an interview and should match the words/ideas being said by the source.

Closed-ended question - A question that elicits a brief (one or two words) response, often yes or no. Used to confirm data

Database - organized, searchable information found on a computer server.

Digital SLR - a camera capable of recording both audio, video and still photographs for your segment. The camera should be compatible with your editing software.

Editing software - Software used with a computer or phone to edit audio and video into a coherent piece of journalism. Popular examples are Adobe Premiere, iMovie, Final Cut Pro

Eyes on third - the line a source's eyes should be on when framing a shot in the camera. Essentially, a source's eyes should rest on the top third of the shot

Fact checking - the process of verifying facts and quotes for accuracy.

Focus statement - a statement used in the planning stages of a broadcast story/package to provide a focus to the reporter, photographer and editor on a story.

Follow-up question - a question asked to an interviewee in response to something they said whilst answering another question.

Headphones - these should be able to plug into the video camera being used to ensure the camera is recording audio.

Interview – a question-and-answer session with a source - primary, secondary, or anonymous - to gather information and quotes about a topic the source has knowledge of.

Lavalier microphone - A microphone that attaches to the lapel of a source's shirt and is best used for capturing a source's voice.

Multimedia - a term used by journalists meaning to incorporate multiple media sources, outside of print or written media, often encompassing

video, podcasts, photography and audio to supplement the telling of a story.

Natural sound - the recording of sounds naturally occurring while shooting an interview or b-roll

On the record - an interview that is okay to be used in a piece of journalism. All quotes in the interview may be used.

Open-ended question - questions in an interview that require more than one sentence in response. These questions often begin with why, how, explain, tell me, or describe.

Podcast - An audio interview posted online on a website.

Primary source – a person with first hand, expert knowledge about what you're interviewing them about. In high school, this is often going to be administrators or students in leadership positions.

Quotes/sound byte - A portion of an interview used in a segment/story. Often full sentence or multi-sentence responses.

Research - information gathered about a source or topic prior to conducting the interview. Done so a reporter doesn't go into an interview with no prior knowledge of a topic.

Secondary source - a person with knowledge about what you're interviewing them about, who will help compliment and validate what you've learned from primary sources.

Shotgun microphone - A microphone that attaches to a camera capable of recording video. Best used for recording audio while shooting b-roll, not interviews.

Sound check - a check done by the reporter or photographer before an interview begins to make sure audio is being recorded by a video camera.

Talking space - when framing a source for an interview, the source should be positioned so that they are on one side of the frame and speaking into the space on the opposite side.

Tripod - a three-legged stabilization device used to ensure the recording of stable, non-shaky video.

Video camera - a camera used to record both audio and video for your segment. The camera should be compatible with your editing software.

Unit 3: Writing

Content Area: English Language Arts	Course: Journalism II	UNIT: Writing
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Unit Description: Students will use the research and interview skills from Unit 2 and apply these to writing for digital media. Students will conduct research on a topic, determine appropriate first person sources and conduct interviews around their topic. Then they will use the writing process to create a publishable product using this information.	Unit Timeline: 9 weeks
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DESIRED Results

Transfer Goal - Students will be able to research, read, write, and analyze non-fiction media across a variety of digital platforms.

Understandings – Students will understand ... (Big Ideas)

1. There are a variety of story forms that can be utilized.
2. The writing process is an essential part of the broadcast story process.
3. There are numerous speaking skills needed in broadcast stories.
4. Production tools can be used to help tell the story.
5. The basics of journalistic broadcast style.

Essential Questions: Students will keep considering...

- How does the writing process help me produce a successful broadcast?
- Why is it important to use effective speaking skills in a broadcast?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p> <p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers follow a process when they write. The process</p>	<p>W2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p>	<p>W2</p>
	<p>W4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by</p>	<p>W4</p> <p>W5</p>

<p>should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p>	W5	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p>	
<p>Researchers review and evaluate multiple sources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p>	W8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	W8
<p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p>	W10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	W10
<p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	RI2	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p>	RI2
<p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to convey their overall purpose.</p>	RI6	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing, how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	RI6
<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p>	RI7	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	RI7
	RI 10	<p>By the end of grade 11, read and comprehend literary</p>	RI10

<p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p>	L1	<p>nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p>	L1
<p>Readers analyze an author’s language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p>	L4
<p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	ISTE 1.a	<p>Apply existing knowledge to generate new ideas, products, or processes</p>	ISTE 1.a
<p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	ISTE 1.b	<p>Create original works as a means of personal or group expression</p> <p>Communication and Collaboration:</p>	ISTE 1.b ISTE 2

<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>ISTE 2</p>	<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>c. Develop cultural understanding and global awareness by engaging with learners of other cultures</p> <p>d. Contribute to project teams to produce original works or solve problems</p>	
<p>Students apply digital tools to gather, evaluate, and use information.</p>	<p>ISTE 3.c</p>	<p>Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>	<p>ISTE 3.c</p>
<p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>ISTE 4.c</p>	<p>Collect and analyze data to identify solutions and/or make informed decisions</p>	<p>ISTE 4.c</p>
<p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>ISTE 5.a</p>	<p>Advocate and practice safe, legal, and responsible use of information and technology</p>	<p>ISTE 5.a</p>
<p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>ISTE 5. b</p>	<p>Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</p>	<p>ISTE 5.b</p>
<p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>ISTE 6.b</p>	<p>Select and use applications effectively and productively.</p>	<p>ISTE 6.b</p>

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
2	W2, W4, W5, W8, RI2, L1	<p>Description of Assessment Performance Task(s): <i>Students will create a two-column storyboard script for a story 1-2 minutes in length.</i></p> <p>Teacher will assess: <i>The student's ability to effectively tell a story with a beginning, middle and end.</i></p> <p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i></p> <ul style="list-style-type: none"> • <i>Create an introduction is present and appropriately directs the viewer to the story concept.</i> • <i>Create a stand up or voice over that is present and audio levels are set correctly.</i> • <i>Create effective sound bytes from interviewees are present and necessary to tell the story.</i> • <i>Include natural sound is present and used in a way that adds to the story.</i> • <i>Include an outro that leaves the viewer with a strong sense of closure on the concept that is presented in the story.</i> <p>Scoring Guide: Short Video Package Rubric</p>	<p>21 Century B Critical Thinking</p>

Unit 3: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?*
Students will be given a information and a story focus and asked to write a two-column script for broadcast. This will be the pretest used to assess prior knowledge. We will then refer back to it at the end to see what they have learned by the end of the unit.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
5	RI 6 RI 7	1. Activity: Journalistic Style Students will work to learn journalistic style. Students will evaluate multiple sources	Note Taking Similarities	A Critical Thinking

	L 4 W10 ISTE 2	<p>to discover journalistic research. During their research they will complete two column notes to organize their information. Students will utilize the 4 square vocabulary method in order to learn and memorize vocabulary and as it pertains to broadcast style. Students will note similarities and differences of journalistic style of the program, as well as the Associated Press Style, and any other relevant styles. Students will evaluate various works to determine the journalistic style used on that particular piece of work. Students will post answers via a discussion board either schoology or voicethread. Students will be quizzed via socrative over their knowledge of journalistic style at the end of this. (1 week)</p> <ul style="list-style-type: none"> Objective: <i>Students will learn the basics of journalistic broadcast style.</i> Appendix Documents: Broadcast Writing Style Handout 	and Differences	
2, 5	W4 RI 6 RI 7 ISTE 2.a ISTE 4.c	<p>2. Activity: Script Formatting Following the research portion of the writing process, students will work to learn how to take that information and write it into a script for broadcast..Students will evaluate sample scripts and use talking chips to discuss the type of research that was used for each script. After the evaluation of sample scripts, students will create their own script which will be based off interviews conducted and research gathered from other credible sources. At the conclusion of this activity, students will write a script based off of their interviews. Students will share their script via a carousel feedback within their groups. Then each group will travel to other groups to review and evaluate as many scripts as they can.</p> <ul style="list-style-type: none"> Objective: <i>Students will write a broadcast script.</i> Appendix Documents: Two Column Script Powerpoint, Example 1 of a two-column script, Example 2 of a two-column script, Example 3 of a two-column script, Script writing reflection rubric, Broadcast script writing Powerpoint, Two-column script assignment rubric, Script Writing Terms Rubric, Writing Tips and Exercises 	Feedback	B Creativity Communication
3	RI 6 RI 7 W10 ISTE 4.c	<p>3. Activity: Speaking Following completion of the script, students will work to deliver their script in verbal form. Students will learn how to use voice overs effectively in the broadcast storytelling process to move the story forward and give consumers needed information. Students will evaluate example voice over productions and complete PMI chart for each example viewed. Class will vote for favorite voice over via poll everywhere and participate in collaborative discussion (Table Consensus, Fishbowl, Rally Robin)</p>	Cooperative Learning	B Communication Collaboration

		<ul style="list-style-type: none"> Objective: Students will perform an effective voice over for a broadcast story. Appendix Documents: Standup and Voiceover Tips, Creative Standup Examples. 		
1	RI 2 RI 6 RI 7 RI 10	<p>4. Activity: Storytelling Forms</p> <p>There are a variety of story forms students can choose from for their assignments. Students will take notes (Two Column Notes, Cornell Notes, Graphic Organizer) about the variety of story forms ranging from live and features to recaps and previews. Students will identify the different uses for each and the appropriate times to use them. For their activity, students will be given some different story forms and then asked to analyze and evaluate the best story form for each piece. Students will share their answer via a Timed Pair Share.</p> <ul style="list-style-type: none"> Objective: Students will choose appropriate story forms. Appendix Documents: Video Storytelling and Advanced Methods Powerpoint, News Package Practice, News Package Review, News Package, Personal, Promotion, Tell a Story B-Roll, They Tell a Story 	Note Taking Identifying Similarities and Differences	B Critical Thinking
2, 3	RI 2 RI 6 RI 7 RI 10 ISTE 2.a ISTE 4.c ISTE 5.a	<p>5. Activity: Storytelling Tips Video</p> <p>Within stories, there are a variety of devices/tools that can help make stories more interesting and keep the audience engaged. Students will view sample videos before and after techniques were added. Students will participate in collaborative discussion (Roundtable Consensus, Rally Robin, Fishbowl) to discuss the qualities they noticed. Students will learn about a variety of strategies such as Gold Coin moments and information placement via note taking (Two Column Notes, Cornell Notes, Graphic Organizers) Students will be apply these strategies to a video.</p> <ul style="list-style-type: none"> Objective: Students utilize storytelling tips to make their broadcast story package stronger. Appendix Documents: Aim for the Heart - Al Tompkins, Profile Long Form 	Note Taking Cooperative Learning	B Creativity
4	ISTE 1.a ISTE 1.b ISTE 2.a ISTE 3.c ISTE 5. b ISTE 6.b	<p>6. Activity: Advanced Publishing Tools Video</p> <p>Students will use advanced video production tools to put a story together. They will learn how to use these tools to effectively tell their stories in an appropriate way. For this activity, students will use computer editing tools to help produce their broadcast story package.</p> <ul style="list-style-type: none"> Objective: Students will utilize advanced publishing tools to produce their broadcast story packages. 	Providing Practice	B Creativity

		Appendix Documents: Editing Rubric , Premiere Pro CC Tips (video) , Premiere Pro 6 Tips (video) , Premiere Pro Tutorial (video) , 13 Steps for Creating a News Package		
1,2,3,4,5	W4 W5 W10 RI 6 RI 2 ISTE 2.a ISTE 3.c	<p>7. Activity: In-Depth Video Project</p> <p>Students will pitch an idea via Schoology or Voicethread and gain feedback from the teachers and their peers. Students will narrow their focus. Students will gather information. Students will use the writing process to write a script, edit their story, revise the story and then publish the piece. This activity will be a combination of previous activities to get students to publish a practice piece before their final story which will be a 2-column storyboard scripted broadcast production that will be 1.5-2 minutes in length. Teacher will provide stopping points along the way to gain feedback (Carousel Feedback, All Write Round Robin, Inside/Outside Circle, Spend a Buck, etc.) on certain aspects of their project. Once students have the opportunity to make modifications based on in-house feedback, students will submit their multimedia projects to experts at the St. Louis Post-Dispatch and get feedback from pros.</p> <p>Objective: Students will produce and publish a 2-3 minute broadcast story utilizing all of the skills they learned throughout the semester.</p> <p>Appendix Documents: Short Video Package Assignment, Short Video Package Planning</p>	Feedback	D Critical Thinking
1, 2, 4, 5	W2, W4 ISTE 1.a ISTE 5 ISTE 6	<p>8. Activity: Six Shot Video Project</p> <p>For this video project, students will practice their storytelling skills by writing, creating and publishing a story about themselves. You can read about the project here: http://edreach.us/2013/05/24/6-word-video-stories-using-only-6-unique-camera-shots/</p> <p>Objective: Students will produce and publish a broadcast story about themselves.</p>	Homework and Practice	B Creativity

UNIT RESOURCES

Teacher Resources:

This may include:

- *Al Tompkins Youtube videos on Storytelling*
- *Lynda.com*
- *Student Journalism and Media Literacy*
- *Journalism Education Curriculum*
- *Poynter.org*
- <https://broadcastmanual.wordpress.com/>
- *HSBJ - Radio work - <http://www.hsbj.org/learning/plans.php?id=1>*
- *HSBJ - Radio One, Radio Two, Radio Three, Radio Four (good info in each) <http://www.hsbj.org/learning/plans.php>*

Student Resources:

This may include:

- *Al Tompkins Youtube Videos*
- *Aim for the Heart - Book by Al Tompkins*
- *Poynter.org*
- *Video Coach DVD Vol. 1*
- *Video Coach DVD Vol. 2*
- *Video Coach DVD Vol. 3*
- <https://broadcastmanual.wordpress.com/>
- [10 Adobe Premiere Tips and Tricks](#)
- [Time Saving Premiere Pro Tips](#)
- [Adobe Premiere CC - Tips to improve your editing \(from Adobe\)](#)
- [6 Tips for Shortcuts for Adobe Premiere](#)
- [Adobe Premiere CS6 Tutorials](#)

Vocabulary:

Cutaway – a shot of the interviewer or other object cutting away from an interview. This is an editing tool to build a smooth transition from one part of a sound bite to another part. The voice on the audio track is edited while the viewer is seeing something other than the person speaking. It avoids showing the viewers a “jump cut”.

HEADLINE = a very short version of one of the most important stories of the moment. Usually 10-20 seconds in length. Not an actual

“headline” in the newspaper sense of the word. Some TV writing coaches recommend against using this word for the very reason that it comes from newspapers, and therefore does not apply to television.

Lead – first line/paragraph of body of story that summarizes/indicates most important information.

Lead-in – broadcast term for beginning part of story news anchor reads introducing the story and/or person reporting story.

Lead story (aka Lead) – first story in a newscast or segment (in broadcasting) or a story that is above the fold in print-this considered the most important news story of the day.

Outcue – usually the last thing a reporter says in either a live or recorded news story (i.e. PKG) indicating the piece is ending. (Example: “FOR UPDATE NEWS, I’M BILL SMITH.”)

Outro – usually the “Goodbye” or end segment of a newscast often during which news/wx/sports anchors engage in “happy talk.”

Pronouncer - Phonetic spelling of a difficult word or name (i.e. Greg Louganis = Greg loo-GAY-nuss).

Rundown -aka; Lineup - A chronological outline or order of stories or segments to be used in a newscast. This is the producer's blueprint for the newscast.

Running Time - Refers either to the estimated time or the actual time of a newscast. Producers/editors should always estimate the running time of the newscast based on the actual time of each recorded report and her or his best guess as to the time of each intro and each story to be read by the anchor.

SOT = Sound on Tape. A sound bite or interview clip (see above). Usually spoken as “sot”, rather than as the initials “S-O-T”. **Sound Bed - aka: natural sound (natsot)** A type of background audio that complements the news report. For instance, the sound of protesters is played underneath the reporter's in-studio story concerning the opening of a nuclear plant.

Story Tag – Closing to a story package, live shot, or on-set piece usually read by the story report but can also be read by an anchor.

TEASE (TZ) = Before a commercial break, or other interruption in a news bulletin, viewers are often told about what stories are coming up. Teases are written in such a way as to make the viewers curious enough to stay tuned through the commercials, to find out more about the story.

TRT = total run time, total running time. The length of a piece of recorded media (SOT, PKG, etc). Also referred to as **DUR** = duration.

UP SOT, UP SOUND = to raise volume of sound on a recording so that the sound is highlighted. Voice over pauses for UP SOUND.

VO/SOT (pronounced voh-sot) = A combination of B-roll and SOT. An anchor/reporter speaks over the recorded video images, stopping when someone on the recording starts talking or the volume of the natural sound is turned up. **SOT/VO** is the same but in the opposite order. Video images continue playing after a sound bite.