



# Video Journalism Unit 1 – Credentials

## Unit Focus

Students in the Video Journalism course will ramp up their skills to be qualified as the sole creators of the schoolwide news broadcast of Tiger Talk. Students will earn credentials by proving they have the advanced skills in the areas of camera tech, studio tech, editing, writing, reporting, interviewing, anchoring, and directing in order to create the school wide news/entertainment broadcast.

In the culminating PBA experience, students will create a pilot episode of Tiger Talk for instructor/administrative approval. This Pilot Tiger Talk Episode will act as the unit PBA and also establish the rigor for the 2nd unit, allowing students to demonstrate a comprehensive understanding of the concepts required to hold their weight throughout a 7 week school wide production schedule.

## Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Connecticut Goals and Standards</b><br><i>Technology Education (CTE)</i> <ul style="list-style-type: none"><li>Describe the various video production processes, when integrated together to create a successful message. <i>TE.DV.A.1</i></li><li>Describe the differences between a studio production and a field production. <i>TE.DV.A.2</i></li><li>Identify a target audience and design an appropriate message for the target market. <i>TE.DV.C.8</i></li><li>Describe the process used for concept development/treatment. <i>TE.DV.C.9</i></li><li>Identify and describe the script elements of storyboarding, two column, and screenplay format. <i>TE.DV.C.10</i></li><li>Define and describe the legal concerns of copyrights, ethics, releases, and royalties. <i>TE.DV.C.11</i></li><li>Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project. <i>TE.DV.C.12</i></li><li>Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials. <i>TE.DV.C.13</i></li><li>Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques. <i>TE.DV.D.14</i></li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Explore and hone techniques, skills, methods, and processes to create and innovate<br><b>T2</b> Work together on a common goal to meet deadlines through addressing challenges and problems along the way both individually and collectively.<br><b>T3</b> Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety).                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Understanding(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Essential Question(s)                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Students will understand that...</i><br><b>U1</b> A chain is only as strong as the weakest link. Being a successful leader requires an understanding of all roles involved.<br><b>U2</b> Reality determines the story not personal preference.<br><b>U3</b> The quality of the result is significantly influenced by the team's clarity of roles, communicating appropriately, and workmanship.<br><b>U4</b> Success as a production team requires collaborative and communicative effort and is comprised of many interdependent positions in the studio and out in the field.<br><b>U5</b> Once your story is chosen, ethical principles should be adhered to when researching and reporting. | <i>Students will keep considering...</i><br><b>Q1</b> Why is important to have an understanding of all roles within a team?<br><b>Q2</b> How and why do you keep personal preferences out of story choice?<br><b>Q3</b> How do we work together to get it done?<br><b>Q4</b> How do know if you are being ethical when writing and reporting a story? |

## Stage 1: Desired Results - Key Understandings

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| <ul style="list-style-type: none"> <li>Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods. <i>TE.DV.D.15</i></li> <li>Describe the equipment and personnel necessary for producing a studio production. <i>TE.DV.D.16</i></li> <li>Describe the equipment and personnel necessary for producing a field production. <i>TE.DV.D.17</i></li> <li>Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. <i>TE.DV.E.18</i></li> <li>Describe dolly, truck, pan, and tilt as it relates to camera movements. <i>TE.DV.E.19</i></li> <li>Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly. <i>TE.DV.E.20</i></li> <li>Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing. <i>TE.DV.E.21</i></li> <li>Create graphics and titles appropriate to the project. <i>TE.DV.F.22</i></li> <li>Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing. <i>TE.DV.F.23</i></li> <li>Describe and apply import, file, and asset management. <i>TE.DV.F.24</i></li> <li>Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software. <i>TE.DV.F.25</i></li> <li>Edit audio for voice over, sound levels, music, and sound effects with application software. <i>TE.DV.F.26</i></li> <li>Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties. <i>TE.DV.G.27</i></li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li> <li>Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</li> </ul> | <p><i>Students will know...</i></p> <p><b>K1</b> Broadcast standards</p> <p><b>K2</b> The seven journalistic criteria are: Consequence, timeliness, prominence, conflict, human interests, uniqueness and proximity.</p> <p><b>K3</b> 5 principles of journalism</p> | <p><i>Students will be skilled at...</i></p> <p><b>S1</b> As part of a broadcast team, collaboratively develop and individually report a news story to an authentic audience.</p> <p><b>S2</b> As part of a broadcast team, collaboratively develop and individually direct a news story to an authentic audience.</p> <p><b>S3</b> As part of a broadcast team, collaboratively develop and individually write a news story for an authentic audience.</p> <p><b>S4</b> As part of a broadcast team, collaboratively develop and individually edit a news story for an authentic audience.</p> <p><b>S5</b> As part of a broadcast team, collaboratively develop and individually anchor a news story for an authentic audience.</p> <p><b>S6</b> As part of a broadcast team, collaboratively develop and individually provide the studio tech during the broadcast of a news story for an authentic audience.</p> <p><b>S7</b> As part of a broadcast team, collaboratively develop and individually provide the video tech during the broadcast of a news story for an authentic audience.</p> |