

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Broadcasting Basics, Phase I/II 2.1.18

<p>Course Essential Questions (from Phase I report):</p> <ul style="list-style-type: none"> • What elements are needed to be completely tell a story? • What does it take to be a proficient reporter? • How do you handle yourself on camera and best communicate with the audience? • What are the different facets of television production? • How do you put together a story for msDTV video newscast? 	
<p>Phase II Curriculum Unit: <i>msDTV UNIT 1: CAREERS IN BROADCAST MEDIA</i></p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What jobs are connected to this field? • How do we get the news today? • What makes up a newscast? • What qualifications are employers looking for? How does the news impact us? 	<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Know what jobs are available in broadcasting and the positions and salary for jobs in the broadcasting field • Investigate how people get the news today. • Recognize positives and negatives of news. • Recognize the elements found in a news broadcast.
<p>Curriculum Standards- DOK noted where applicable with Standards</p> <p>IX A1. Know and understand the importance of employability skills. IX A1. Identify and demonstrate positive work behaviors and personal qualities needed to be employable. IX B2. Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.</p> <p>IX D1. Use multiple resources to locate jobs tied to broadcasting. XI A4. Explain the use of promotional materials, standard public service announcements, commercial/ads</p>	
<p>LEARNING TARGETS</p>	
<p>Knowledge/Content I Know ...</p>	<p>Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • Students will know how the broadcasting world is changing. • Students will know qualifications employers seek in workers in the broadcasting field. • Students will know how to gain career 	<ul style="list-style-type: none"> • Assess personal strengths and weaknesses • Define personal goals for class and careers • Identify the jobs they wish to seek out in the field of broadcasting. • Investigate various jobs, salary range, and duties.

<p>experiences while still in high school.</p> <ul style="list-style-type: none"> Students will know how to engage and excel in a team based career field. 	<ul style="list-style-type: none"> Rank jobs based on personal interest. Formulate opinion of good story telling
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
	<p>Job Handbook Comparative Newscast News Elements Viewing Favorite “story” ad</p>
Phase V Learning Plan	

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Phase II Curriculum	
Unit: <i>msDTV UNIT 2: Essential Equipment & Uses</i>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the key pieces of equipment necessary for production of a show? How do you utilize equipment properly? What is a sequence? 	<p>Essential Understandings:</p> <ul style="list-style-type: none"> Broadcast production uses different equipment for various purposes. Equipment choice and use for different jobs will vary. Elements necessary to build a segment for a show.
Curriculum Standards- DOK noted where applicable with Standards	
<p>X.D4 Identify basic audio/video connectors and cables. X.D8 Identify various types of microphones and applications. X.E3 Identify parts of and operate a tv camera. X.E7 Compose shots following basic composition guidelines. X.E14 Move the camera using a tripod.</p>	
LEARNING TARGETS	
<p>Knowledge/Content I Know ...</p>	<p>Skills/Processes I Can ...</p>

<ul style="list-style-type: none"> • Identify basic equipment and its function. • Recognize the 3 basic camera shots. • Components for shooting quality audio and video. 	<ul style="list-style-type: none"> • Utilize camera, microphone, necessary adaptors, tripods, media, battery to tape a segment. • Record examples to illustrate wide, medium, and tight shots. • Demonstrate use of rule of thirds as well as how to properly light and compose shots.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
	About Me video to introduce self to class.
Phase V Learning Plan	

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Broadcasting Basics Phase II Curriculum Unit: <i>msDTV UNIT 3: Key to Reporting</i>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the process that goes into preparing for an interview/news gathering? • What ethics are involved in gathering news/information? 	<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Necessary equipment and location to conduct the interview/news gathering. • Editorial decisions are made by different levels of people and sometimes have to be made on sight without changing the meaning. • Anyone can be a news source, but choosing the right person for your story is important. • A reporter's job is to always check facts and get multiple sources. • Breaking news is gathered in many ways and reporters must be flexible and ready to change with the story

Curriculum Standards- DOK noted where applicable with Standards

XI.B3 Demonstrate how to obtain information in writing a story.
 IX.A1 Identify and demonstrate positive work behaviors needed to be employable.
 X E20. Interview a subject, both on-camera and off-camera, to get information about a chosen subject

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Students will know the proper procedure for setting up an interview or news coverage. • Students will know the process of making editorial decisions, and how can they change a story. • Students will know how to determine a credible news source. • Students will know how to attribute and check facts. • Students will know the process that goes into current/breaking news gathering. 	<ul style="list-style-type: none"> • Create open ended, quality questions to allow for best interview. • Plan out shots to be captured so that story shows variety. • Take proper steps prior to interview to show professionalism. • Recognize editorial decisions are made by different levels of people and sometimes have to be made on sight. • Determine the right person for your story. • Always check facts and get multiple sources. • Determine the correct news stories for your audience. • Exhibit flexibility and be ready to change with the story. • Organize oral and written information. • Evaluate oral and written information for accuracy • Employ verbal skills when conveying information

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Phase V Learning Plan

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**Phase II Curriculum
 Unit: *msDTV UNIT 4: Purpose/Forming a News Team***

Essential Questions: <ul style="list-style-type: none"> • What are the norms needed for working together to get a show produced? • How will the team be structured? 	Essential Understandings: <ul style="list-style-type: none"> • Demonstrate teamwork is necessary to produce the show. • Promote full involvement and use of team member's talents/skills. • Identify best practices for successful team functioning. • Work together to achieve objectives in timely manner.
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Curriculum Standards- DOK noted where applicable with Standards

VII.A3 Employ teamwork skills to achieve team goals and use team members' talents effectively.
 II.C2 Demonstrate ability to communicate and resolve conflicts with diverse work force.
 VII.A2 Employ organizational skills to foster positive working relationships and attain goal.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Teamwork is crucial to getting show produced. • Expectation to rotate through various jobs to gain experience in all facets of production. 	<ul style="list-style-type: none"> • Create team norms to abide by when working on productions. • Contribute and participate to help team complete tasks. • Meet deadlines individually/group. • Distribute/assign roles and responsibilities to be rotated fairly. • Take responsibility for shared group and individual tasks. • Demonstrate commitment and positive attitude toward goals. • Cultivate ideas for stories, interviews, and creative slots

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

	Team logo/name Backdrop Brainstorm show ideas & creative slots
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Phase V Learning Plan

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**Phase II Curriculum
 Unit: DTV UNIT 5: Post Production/Editing Basics**

Essential Questions: <ul style="list-style-type: none"> • What editing software will be used? • What are basic editing terms to know? • How can editing be used to enhance a segment? • What are the steps involved in editing a project? 	Essential Understandings: <ul style="list-style-type: none"> • Use of Premier Pro and other compatible device software for editing tasks • The correct procedures for opening, editing, and saving a project.
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Curriculum Standards- DOK noted where applicable with Standards

X.F4 Digitally edit video clips into a project.
X F5. Edit audio and video in a variety of productions
X F6. Define “jump cut” and list strategies to avoid them in shooting and editing
X F7. Explain the importance of shooting for the edit
X F8. Explain the importance of continuity
X G8. Edit a news package, including b-Roll, VO, SOTs, and natural sound

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • The different types of editing systems. • How to edit a project. • The power and ethics of editing. • The correct procedures for editing. 	<ul style="list-style-type: none"> • Complete all of the functions of editing: shooting, import, export, edit on timeline, effects and transitions, manage audio, use green screen, rolling credits • The ethics behind editing video. • Edit a complete project for airing on msDTV

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

	Number of cuts in an ad activity
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Phase V Learning Plan

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**Broadcasting Basics Phase II Curriculum
Unit: *DTV UNIT 6: Production Planning***

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the different types of productions they will complete? • What are the correct location and subjects for productions? • What is the correct equipment needed to complete each production? • How do we follow msDTV planning process from beginning to end? • What is the role of each person involved in a live television broadcast? 	<p>Essential Understandings:</p> <ul style="list-style-type: none"> • The types of productions preformed in msDTV: Studio, Field and story. • Choosing a location is an important step in production planning • The equipment need to perform each type of production • The planning process, brainstorming, storyboarding, scripting, location and equipment selection.
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Curriculum Standards- DOK noted where applicable with Standards

<p>X D2. Research a show topic X D3. Write a video production script/storyboard X D4. Identify basic audio/video connectors and cables and their uses X D8. Identify various types of microphones, pick-up patterns, and applications X G3. Explain the difference between news, feature, opinion, sports, and other forms of news writing and reporting X E3. Identify parts of and operate a TV camera X E3. Properly adjust a camera, including setting gain, filters, aperture, focus, white balance, and phase X E6. Demonstrate movements of a TV camera X E7. Compose shots following basic composition guidelines (rule of thirds, lead/talk space, framing, etc.) X E8. Follow a moving subject while keeping the subject properly framed X E11. Perform duties of a producer/director X E13. Move the camera using tripod, dolly, and pan-tilt head X E16. Record video using a video recorder X G2. Explain the difference between news, feature, opinion, sports, and other forms of news writing and reporting X E21. Narrate a script over footage, using proper vocal techniques XI B4. Develop written stories for print and broadcast. X E22. Shoot/record a studio production script X F2. Capture and edit footage with audio/video editing software X E23. Plan for Shoot/record a field production script</p>
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LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • How to set up for a taped television production. • The set up procedures for cameras, cables, audio, graphics, tapes, director, producer. • The roles of the personnel involved in a taped production. • How to export/upload an actual production. • Procedures used during all phases of television production • Camera/Mic operation during taped television events. • An understanding of how the overall production is run. 	<ul style="list-style-type: none"> • String cables set up cameras, set up audio, Graphics, and tape play back and record. • How to perform the duties of personnel during a taped production. • Set up a taped television production, from planning, to checks, to on air production, and break down procedures.

- What are the different types of stories used in DTV?
- What is the process for creating a story in DTV?
- What are the procedures to follow while creating a story?
- What are the correct procedures to follow after a story is complete?
- What are the ways to research, plan and brainstorm stories?

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Phase V Learning Plan