

Wilson Area High School Planned Course Guide

Title of Planned Course: Multimedia Broadcasting

Subject Area: Business

Grade Level: 9-12

Course Description: The Multimedia course is responsible for producing and delivering video broadcasts throughout the high school along with learning various topics related to the topic of multimedia. Students' daily projects in addition to multimedia topics include recording video, using Final Cut Pro software to edit videos and add music, and broadcasting the final project. Knowledge of music editing, video production, and communication and broadcasting skills are helpful.

Time/Credit for this Course: 1 Academic Year / 1.0 Credit

Curriculum Writing Committee: Kari Maskalis

Curriculum Map

August/September: Introduction to Multimedia

Entire Year: Broadcasting

October: What is Newsworthy?

October/November: Professionalism

November: Journalism Ethics

December: Copyright & Fair Use

January: Broadcast News

January/February: Finding Story Ideas

February: Interviewing

March: Facts, Opinions, and Informed Opinions

April/May: Production

May/June: Teamwork and Planning

Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Introduction to Multimedia

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Explain the building blocks of multimedia and the importance of its use in today's society
- Maintain the multimedia studio and perform broadcasts for the high school.

Core Activities: Students will complete/participate in the following:

- Discuss the concept of multimedia and its role in our daily lives
- Apply the aspects of multimedia building blocks to the studio to produce live television broadcasts

Extensions:

- Explain how multimedia would be used in your own classroom
- Explain how multimedia would be used in running your own business
- How can multimedia be used for recreational purposes.

Remediation:

- Create flashcards for the vocabulary terms related to multimedia

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
 - Projects

Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Broadcasting

Time Frame: Full School Year

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Demonstrate the proper presentation style to broadcasting
- Describe broadcasting as it is experienced in daily life
- Produce a daily morning news broadcast.

Core Activities: Students will complete/participate in the following:

- Practice various forms of broadcasting
- Apply the aspects of broadcasting to the studio to produce live television broadcasts

Extensions:

- Compose a research paper on the history of one form of broadcasting
- Give a presentation on an example of broadcasting seen today and its effectiveness
- Design a radio show
- Create a webcast
- Make a video on proper presentation style for broadcasting

Remediation:

- Create flashcards for the vocabulary terms related to broadcasting
- Identify the history for each form of broadcasting
- Identify different radio forms from a list
- Explain the difference between television broadcasting and radio broadcasting
- List different concepts of presentation style for broadcasting

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: What is Newsworthy?

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Describe what newsworthiness is in the broadcast news arena
- Demonstrate the ability to decipher what is newsworthy and use this information to produce a daily morning news broadcast.

Core Activities: Students will complete/participate in the following:

- Apply the aspects of advertising to the studio to produce live television broadcasts

Extensions:

- Compose a research paper on the history of news stories that received significant attention in the media and why
- Create a poster portraying a nationally broadcasted news story
- Compare the advantages and disadvantages of giving attention to certain news stories and neglecting others

Remediation:

- Create flashcards for the vocabulary terms related to newsworthiness
- List advantages and disadvantages of giving some stories more news time than others

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Professionalism

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Discuss the concept of what makes a news broadcast professional
- Describe about components of professionalism and utilize this information in order to produce a professional quality daily news broadcast.

Core Activities: Students will complete/participate in the following:

- Apply the aspects of professionalism in the studio environment to produce live television broadcasts

Extensions:

- Create a poster portraying the importance of professionalism
- Demonstrate to the class proper and improper examples of the 3 tiers of professionalism (common courtesy, professional appearance, speech)
- Interview parents or other adults about the professionalism practiced in their companies
- Create a plan for a made-up company for how that company will maintain professionalism
- Give a presentation to the class about journalism professionalism

Remediation:

- Create flashcards for the vocabulary terms related to professionalism
- List reasons for why professionalism is important to practice
- Describe each of the 3 tiers of professionalism (common courtesy, professional dress, speech)
- Find a news story in the newspaper or on the internet pertaining to an unprofessional act
- Describe major topics that should be included in a code of conduct
- List ways a company can maintain professionalism

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Journalism Ethics

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: At the end of the unit, students will demonstrate ethics within the studio setting while producing a live daily news broadcast.

Core Activities: Students will complete/participate in the following:

- Discuss the concept of ethics and its role in our daily lives
- Identify where and how codes of ethics are used
- Apply the aspects of ethics to the studio to produce live television broadcasts

Extensions:

- Create a presentation of various examples of journalism being used at various levels (local, international, etc.)
- Create a poster outlining the proper guidelines for journalism
- Compose multiple examples of journalism in different forms (breaking news, editorials, etc.)
- Provide an example of journalism you have witnessed in your daily life for each type of media
- Practice various journalism styles
- Find and summarize articles on the internet about different types of journalists
- Create a pamphlet highlighting the core principles of journalism

Remediation:

- Create flashcards for the vocabulary terms related to journalism
- List the proper guidelines for journalism
- Identify the various forms of journalism
- Explain how various media could be used in the practice of journalism
- Create flashcards for the core principles for practicing journalism

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer
- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Copyright & Fair Use

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Demonstrate fair use and an ability to follow proper copyright guidelines within the production of a daily news broadcast.
- Discuss the concept of copyright and fair use in the media and its role in our daily lives

Core Activities: Students will complete/participate in the following:

- Find photos on the internet that could be used to supplement media stories
- Apply the aspects of copyright and fair use to the studio to produce live television broadcasts

Extensions:

- Write an article on copyright and fair use in the media being good or bad
- Create a presentation citing examples of where photography was used in the media in a positive way and where it was used in a negative way
- Explain different forms and styles of photojournalism and creative photography to a group of peers
- Demonstrate how the use of photo editing software can change the entire meaning of a picture and therefore the story behind it

Remediation:

- Create flashcards for the vocabulary terms related to Copyright and Fair Use
- Discuss with a peer whether photography in the media is good or bad
- List instances where you have seen photography used in the media
- Describe how photography can be used in positive and negative ways in the media
- List different forms and styles of photojournalism and creative photography
- Use photo editing software to edit an image

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Broadcast News

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Analyze main ideas and supporting details presented in diverse media and formats

Core Activities: Students will complete/participate in the following:

- Discuss the concept of broadcast news and its role in our daily lives
- Apply the concepts of broadcast news to produce a news broadcast

Extensions:

- Create a poster of the development of broadcast news through history
- Create a research paper on how broadcast news has impacted major events both past and present
- Explain how broadcast news has managed to remain relevant today despite new technologies
- How can broadcast news be used to help businesses
- Create a news broadcast to broadcast to the school

Remediation:

- Create flashcards for the vocabulary terms related to broadcast news
- Watch an old news broadcast to understand the development of broadcast news

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
 - Projects

Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Finding Story Ideas

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Engage effectively in a range of collaborative discussions with classmates and produce segments that will air during our daily news broadcasts.

Core Activities: Students will complete/participate in the following:

- Discuss current happenings within the school, community, state, country, world, etc.
- Create and produce news segments utilizing the stories that they found on their own
- Apply the aspects of finding story ideas to the studio to produce live television broadcasts

Extensions:

- Create a PowerPoint of the development of printed media through history and its impact on how stories were covered and broadcasted to the people
- Create a research paper on the current decline of printed media and make predictions on the future of printed media and the impact that this will have on future generations in terms of how they are presented with news stories
- Create a poster that exhibits the qualities of a newsworthy story
- Create a video that identifies each quality of newsworthiness and give examples

Remediation:

- Create flashcards for the vocabulary terms related to current events
- Use physical representations of printed media to show its evolution while following a story that has been repeatedly broadcasted

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Interviewing

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Create daily news broadcast segments presented in interview format
- Make claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples
- Demonstrate appropriate eye contact, adequate volume, and clear pronunciation during an interview

Core Activities: Students will complete/participate in the following:

- Practice the use of various interviewing methods
- Apply the concepts of interviewing strategies to produce a news broadcast

Extensions:

- Conduct a phone interview in a role-playing simulation activity
- Interview a musician

Remediation:

- Create flashcards for the five characteristics of good interviewing and five characteristics of being an effective source
- Create a collage of the characteristics of good interviewing
- Create a video showcasing the do's and don'ts of interviewing

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
 - Projects

Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Facts vs. Opinions vs. Informed Opinions and their Role in Journalism

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Present a live news broadcast that illustrates the use of informed opinions.

Core Activities: Students will complete/participate in the following:

- Reflect on the negative and positive consequences of the tendency to like opinions more than facts
- Apply the concepts of expressing informed opinions to produce a news broadcast

Extensions:

- Create a poster showing the evolution of popular culture specifically the effect that facts versus opinions has had on this culture
- Create a video defining the three strategies for determining the difference between the opinions and facts
- Study the changes mass media has created in society
- Create a television line-up of shows and decide how many commercials must be sold to sponsor

Remediation:

- Create flashcards for the vocabulary terms related to facts versus opinions
- List examples of mass media or examples of television shows within a specific genre and how they have been impacted by facts or opinions

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
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Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Production

Time Frame: 2-3 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Produce a news broadcast with clear and coherent ideas in a professional and ethical manner.

Core Activities: Students will complete/participate in the following:

- Produce a professional and ethical news broadcast

Extensions:

- View an old movie and its modern remake and compare and contrast the two
- Create a video showing the evolution of the movie industry or a specific genre
- Create a timeline of the history of the movie industry
- Study the changes that the movie industry has created in society
- Scout a location for a video and set up audio and lighting

Remediation:

- Create flashcards for the vocabulary terms related to production
- Create a video that identifies and defines the different roles associated with video production

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
 - Projects

Curriculum Scope & Sequence

Planned Course: Multimedia Broadcasting

Unit: Teamwork and Planning

Time Frame: 1-2 Weeks

State Standards: 15.4.12.A-D,G,K; 15.3.12.A,C,E-N,P,W,X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the form of a live news broadcast.

Core Activities: Students will complete/participate in the following:

- Apply the concepts of teamwork and planning to produce a news broadcast

Extensions:

- Create a video together within a small group of students
- Research the changes to the video production industry that has caused more and more journalists to work independently
- Create a class webpage collaboratively with other classmates that will be utilized as a tool to post announcements and also receive suggestions from the school community

Remediation:

- Create flashcards for the vocabulary terms related to teamwork and planning

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Google Classroom
- Google Chrome
- Television Studio Equipment
- Final Cut Pro Software

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
- **Summative:**
 - Student-produced Broadcast Segments
 - Projects