

Broadcast 2 Curriculum Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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- [Grading Period 3](#)
- [Grading Period 4](#)

§110.64. Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:

- (A) identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media;
- (B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts;
- (C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property;
- (D) understand and apply ethical considerations affecting broadcast journalism;
- (E) understand the consequences of plagiarism;
- (F) explore the impact of broadcast formats on society;
- (G) seek viewer opinions on the broadcast to determine its impact on future programming; and
- (H) identify the strategies of broadcasting to reach certain audiences, including programming decisions.

(2) The student understands how broadcast productions are created and disseminated. The student is expected to:

- (A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;
- (B) understand the economics of broadcasting such as advertising and public funds;
- (C) consider finances in making decisions, including air time, length of program, and content;
- (D) create and execute a financial plan for programming; and

(E) identify technical elements of broadcast production used to create and deliver broadcast programming such as school cable systems and live web streaming.

(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:

(A) determine which events and issues are newsworthy for an audience and write appropriate copy for the content;

(B) select the most appropriate journalistic format to present content such as school cable systems and websites;

(C) apply pre-production skills such as storyboarding, scriptwriting, and scheduling;

(D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;

(E) create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;

(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate;

(G) deliver content that demonstrates the development of a professional identity in the community;

(H) apply post-production skills such as editing, voice-overs, and transitions;

(I) demonstrate knowledge of new and emerging technologies that may affect the field; and

(J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques.

(4) The student demonstrates leadership and teamwork abilities. The student is expected to:

(A) determine roles for which different team members will assume responsibility;

(B) work cooperatively and collaboratively through a variety of staff assignments;

- (C) listen actively and critically and then respond appropriately to team members;
- (D) develop a deadline schedule and a regular means of monitoring progress;
- (E) submit work for editing and critiquing and make appropriate revisions; and
- (F) edit and critique work of others.

Grading Period 1

Unit 1: Newscast Project

Unit Overview:

In this unit, students will refine their broadcast skills by performing the day-to-day operations of a news program. Students take on the role as producer with emphasis on content for news packages, breaking news format, and station or program marketing. Responsibilities include generating content that meets audience needs including the surrounding community. Students will also be responsible for overseeing all elements of live production, including talent acquisition and management of the show crew. Enhanced learning will consist of student research and ample study of Freedom of the Press, television networks, and government controlled media.

At home connections:

- Discuss ideas with your child about news segments they may be interested in filming.
- Discuss freedom of the press and research two different sides of an issue.

Concepts within Unit #1	Success Criteria for this concept
<p>Concept #1: Role of the News Producer</p> <p>3D: Apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;</p>	<ul style="list-style-type: none"> • Identify the job tasks of a news producer and the hierarchy of the newsroom • Describe the process of the creation of news content for a newscast or program • Explain what a reporter does and how they choose what information to cover • Deliver a news producer meeting with a news crew • Choose appropriate content for task allocation to reporters
<p>Concept #2: News Packages and Production</p> <p>1H: Identify the strategies of broadcasting to reach certain audiences, including programming decisions.</p>	<ul style="list-style-type: none"> • Describe in detail the target audience for a news program • Utilize data gathering strategies from the audience to make content decisions • Choose key demographics for consideration with content and delivery • Brainstorm at least three ideas for content to broadcast • Direct and plan production for one content idea and deliver the content through broadcast.

<p>Concept #3: Breaking News</p> <p>3A: Determine which events and issues are newsworthy for an audience and write appropriate copy for the content;</p>	<ul style="list-style-type: none"> • Brainstorm content topics that would qualify as breaking news • Identify possible sources of breaking news such as scanners, etc. • Apply criteria for deciding what a breaking news story is and whether to broadcast it • Fulfill job roles and positions for a breaking news story • Compare and contrast a breaking news story with a regular beat story • Explain the purpose of a breaking news story
<p>Concept 4: Marketing and Branding of a News Station</p> <p>2B: Understand the economics of broadcasting such as advertising and public funds;</p>	<ul style="list-style-type: none"> • Apply marketing knowledge in a school-run news station • Create branding for a school-run news station • Create a logo for a news station or program • Create a marketing promo for a news station or program

Grading Period 2

Unit 2: Programming Project

Unit Overview:

In this unit, students will research and study the broadcasting aspects of Freedom of the Press, television networks, and government controlled media. Students will utilize previous broadcast skills to demonstrate knowledge of the evolving broadcast network system in the United States and Europe. Students will also practice the industry standard operations of a programming manager, including scheduling and logs. The unit will conclude with students planning and creating non-news local programming. Each student will enhance their portfolios with authentic productions from this unit.

At home connections:

- Watch different news programs at home and discuss the different segments, points of views, and skills such as camera angles to create the shots.

Concepts within Unit # 2	Success Criteria for this concept
<p>Concept #1: Television Networks</p> <p>1F: Explore the impact of broadcast formats on society;</p>	<ul style="list-style-type: none"> • Describe how a network is created • Present historical events of network creation • Describe different broadcast formats with network examples • Discuss the purpose of a broadcast network • Describe the FCC and its governmental role • Explain what Arbitron and Nielsen Rating are and what impact they have on networks • Compare and contrast cable companies, satellite networks, and broadcast networks
<p>Concept #2: Freedom of the Press</p> <p>1A: Identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media;</p>	<ul style="list-style-type: none"> • Paraphrase the First Amendment to the US Constitution • List key historical events that helped develop freedom of speech and media rights • Summarize the freedoms of the press • Explain what limitations the press and media have with regards to what content they can broadcast or print • Compare and contrast press and media freedoms with other countries • Research and present one Supreme Court case that involves Freedom of Speech
<p>Concept #3: Government Controlled Media</p> <p>1D: Understand and apply ethical considerations affecting broadcast journalism;</p>	<ul style="list-style-type: none"> • Explain what Government Controlled Media is, the laws, and consequences surrounding it • Research two countries with Government Controlled Media • Compare and contrast a country with Government Controlled Media with the United States
<p>Concept #4: Role of the Programming Manager</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the role of programming manager or director • Explain how programming is acquired

2A: understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;	<ul style="list-style-type: none"> • Connect sales and advertising with programming • Assign programming
Concept #5: Non-news Air Products, Logs, and Schedules 1H: identify the strategies of broadcasting to reach certain audiences, including programming decisions.	<ul style="list-style-type: none"> • Identify the elements of a log and schedule for programming • Create a log and schedule
Concept #6: Local Programming Production 3E: create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;	<ul style="list-style-type: none"> • Plan and implement a local program • Gather local audience demographics through surveys • Manage and direct a locally produced program

Grading Period 3

Unit 3: Documentary Project

Unit Overview:

In this unit, students will build on their journalistic research skills by producing a short film documentary on a purposeful topic. The pre to post production process will be utilized to the fullest, focusing most on the intertwine of factual research, credible and primary sources, interviews, and community impact.

This global project will be included in the student's digital portfolio and be published for various audiences. The broadcast journalist will highlight the features of their topic as well as offer insight to possible global solutions.

At home connections:

- Practice interviewing your family or friends to work on the skills needed for this unit.

Concepts within Unit #3	Success Criteria for this concept
Documentary Topic Research	<ul style="list-style-type: none"> • I will research a topic for a short film documentary and collaborate with a production crew to produce the short film documentary. • I will develop a thesis statement for a documentary.
Planning and Goal Setting	<ul style="list-style-type: none"> • I will produce a list of tasks for pre to post-production for a documentary. • I will create a checklist with tasks and deadlines for a documentary production.
Skill Development and Project Execution	<ul style="list-style-type: none"> • I will write a script for a documentary. • I will schedule interviews or film shoots to gather content for my documentary. • I will design marketing material for my documentary such as a movie poster, web ad, or trailer. • I will film and record B-roll footage for my documentary. • I will utilize professional videography techniques and sound capture. • I will apply correct lighting techniques to filming.

	<ul style="list-style-type: none"> • I will create applicable graphics for content in my documentary. • I will import content to an editing software and compose a rough draft documentary video. • I will add post elements such as transitions, sound effects, animations, title slides, and voice-overs to a documentary for a professional product.
Project Review and Evaluation	<ul style="list-style-type: none"> • I will submit a rough draft video of my documentary to peers for critique and feedback. • I will select appropriate suggestions for revision and make changes to my documentary for a final version.
Documentary Presentation and Reflection	<ul style="list-style-type: none"> • I will present a final version of my short film documentary to a targeted audience. • I will collect viewer feedback and opinions in a survey after presentation. • I will determine the impact of my documentary film on public opinion. • I will self-assess my success with my documentary.

Grading Period 4

Unit 4: Online Media Project and Portfolio

Unit Overview:

In this unit, students will analyze and study online media elements including the new concept of transmedia. Students will dissect the anatomy of a press kit and how public relations connects to broadcast journalism. A strong foundation will be established with students regarding digital media elements including transmedia, social media, and streaming platforms. Students will also produce broadcast stories from the angle of a web influencer. The unit will conclude with a portfolio development strategy, resume writing, and career focus.

At home connections:

- Discuss what to post and what not to post. Discuss digital footprints for the future.

Concepts within Unit # 4	Success Criteria for this concept
Anatomy of a Press Kit	<ul style="list-style-type: none"> • Brainstorm two ideas for a press release • Compose a press release
Digital Media Elements	<ul style="list-style-type: none"> • Create a Venn Diagram of online media • Present on an example of transmedia
Web Influencers	<ul style="list-style-type: none"> • Paraphrase what a web influencer is • List the online media platforms for web influencers • Research a famous web influencer and describe their target audience • Apply the role of a web influencer on broadcasting
Portfolio Development and Evaluation	<ul style="list-style-type: none"> • Compare and contrast a digital portfolio with a physical portfolio • List elements to include in a portfolio • Construct a digital portfolio • Self-critique and peer critique a portfolio

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

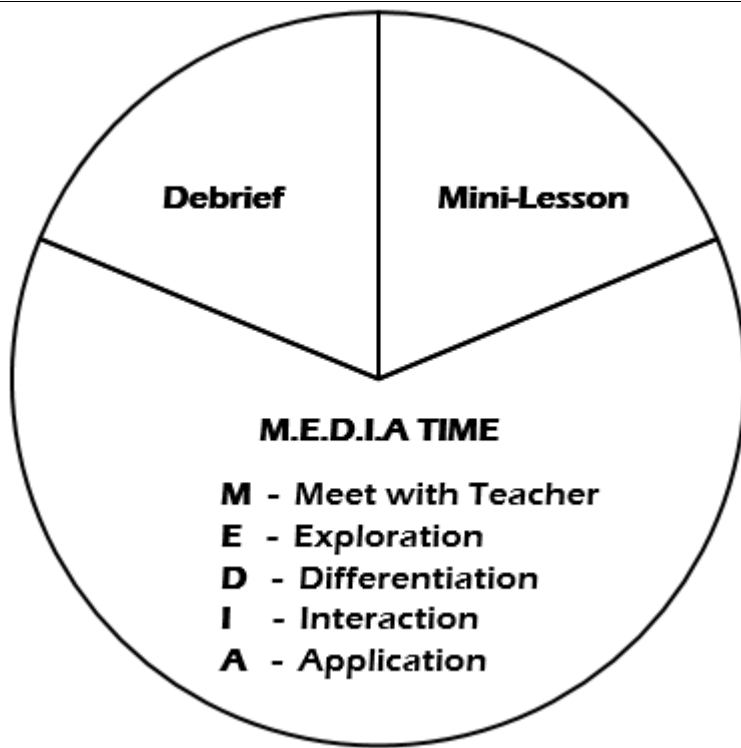
Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Resource	How it supports parent and students
https://edu.gcfglobal.org/en/digital-media-literacy/	Online tutorials for Digital Media
https://studentreportinglabs.org/archived-tutorials/	Video Tutorials
https://www.wevideo.com/academy	WeVideo Editing Tutorials
https://www.youtube.com/adobecarea	Adobe Tutorials
https://www.commonsense.org/education/digital-citizenship	Digital Citizenship
https://www.adfontesmedia.com/	Rating News Media
https://creativecommons.org/	Copyright Free materials to use

Instructional Model



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p>Mini Lesson: explicit instruction that includes the learning intentions, success criteria, opening activity of the lesson, and sets the tone for the day's learning. This can range from an in-depth introduction to a unit or a quick whole group coaching session where the teacher explains a skill that will be used in the MEDIA time. An example would be demonstrating to the class how to add sound to a project.</p> <p>The opening lesson for the new concept in the unit should include some form of technology modeled to engage the students. Visuals and video are encouraged. During this warmup students should acknowledge the <i>Learning Intention</i> and <i>Success Criteria</i> for the concept. The mini-lesson may include a simple technology skill that scaffolds with the main concept.</p>
<i>M.E.D.I.A Time</i>	25 - 30 MINS	<p>MEDIA Time: fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p>Meet with Teacher- conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p>Exploration- student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p>Differentiation- student choice, intervention, or enrichment instruction (usually paired with meet with teacher)<i>Guided Participation</i></p>

		<p>Interaction- students working in a community of practice online and in person, (examples are peer discussion or assessment)<i>Legitimate peripheral participation, Membership of a community of practice</i></p> <p>Application- authentic formative and summative assessment of learning <i>Learning Situatedness</i></p> <p>Students explore, interact, and apply knowledge and skills during MEDIA time. During this time, a student centered environment looks like the following:</p> <ul style="list-style-type: none"> Students engaged in technology Hands-on learning and manipulations of hardware/software Creativity is evident Collaboration with peers and the teacher Student led production Autonomous students capable of time management <p>M= Meet with the teacher E=Exploration D=Differentiation I=Interaction A=Application</p>
Debrief	5 - 10 MINS	<p>Debrief: closure of learning for the day which varies in depth according to the unit trajectory (an example would be an exit ticket or review of a group's project)</p> <p>Closure to each day can involve a recursive, real world application connection asking the students, "Where do you see this in your world?". Whether an exit ticket or a closing thought to lead into the next day's activity, the debrief should be differentiated so as to reach each student.</p> <p>***some projects may involve a five-minute cleanup warning to responsibly put up equipment and handle housekeeping duties.</p>