Middle School Advanced 8 Broadcasting
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.
- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

Technology Applications, Grade 8, Beginning with School Year 2012-2013.

(a) General requirements. Districts have the flexibility of offering technology applications in a variety of settings. Districts are encouraged to offer technology applications in all content areas. This content may also be offered in a specific class while being integrated in all content areas.

(b) Introduction.

(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

(2) Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

(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.

(c) Knowledge and skills.

    (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:

        (A) identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;

        (B) create, present, and publish original works as a means of personal or group expression;

        (C) explore complex systems or issues using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results; and

        (D) analyze trends and forecast possibilities.

    (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:

        (A) create and manage personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;

        (B) communicate effectively with multiple audiences using a variety of media and formats; and

        (C) create and publish products using technical writing strategies.

    (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:

        (A) create a research plan to guide inquiry;

        (B) plan, use, and evaluate various search strategies, including keyword(s) and Boolean operators;

(C) select and evaluate various types of digital resources for accuracy and validity; and

(D) process data and communicate results.

(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:

(A) identify and define relevant problems and significant questions for investigation;

(B) plan and manage activities to develop a solution, design a computer program, or complete a project;

(C) collect and analyze data to identify solutions and make informed decisions;

(D) use multiple processes and diverse perspectives to explore alternative solutions;

(E) make informed decisions and support reasoning; and

(F) transfer current knowledge to the learning of newly encountered technologies.

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:

(A) understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;

(B) practice and explain ethical acquisition of information and standard methods for citing sources;

(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and

(D) understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.

(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:

(A) define and use current technology terminology appropriately;

(B) evaluate and select technology tools based on licensing, application, and support;

(C) identify, understand, and use operating systems;

(D) understand and use software applications, including selecting and using software for a defined task;

(E) identify, understand, and use hardware systems;

(F) apply troubleshooting techniques, including restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;

(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;

(H) evaluate how changes in technology throughout history have impacted various areas of study;

(I) evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;

(J) use a variety of local and remote input sources;

(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;

(L) create and edit files with productivity tools, including:

> (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, mail merge, and list attributes;

> (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, advanced functions, data types, and chart generation;

(iii) a database by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting; and

(iv) a digital publication using relevant publication standards and graphic design principles;

(M) plan and create non-linear media projects using graphic design principles; and

(N) integrate two or more technology tools to create a new digital product.

Source: The provisions of this §126.16 adopted to be effective September 26, 2011, 36 TexReg 6263.

Grading Period 1
Unit 1: Constructing the Set

Unit Overview:

In this unit, students will build on their studies of broadcasting by laying the foundation for a campus news program. This will consist of creating a set, assigning cast and crew members, and deciding on appropriate content. Students will further their skills in advanced editing to broadcast content.

At home connections:
- Discuss teamwork and building friendships with peers.

Concepts within Unit #1	Success Criteria for this concept
Concept #1: Constructing the news set	
Concept #2: Cast and Crew	
Concept #3: Content Creation for Campus Program (Scripting and Pre-production)	
Concept #4: Copyright and Ethics Review	
Concept #5: Advanced Editing techniques for Broadcasting	

Grading Period 2
Unit 2: Advanced Genres in Broadcasting

Unit Overview:

At home connections:
- Ask your student to

Concepts within Unit # 2	Success Criteria for this concept
Concept #1: Beyond the News Story-other genres in broadcasting	
Concept #2: Behind the Scenes in Broadcasting	

Unit 3: Intro to Directing

Unit Overview:

At home connections:
- Show your student

Concepts within Unit # 3	Success Criteria for this concept
Concept #1: Directing Basics	

Unit 4: Camera Angles and Shots

Unit Overview:

At home connections:
- Show your student

Concepts within Unit # 4	Success Criteria for this concept
Concept #1: Photo and Video Camera Angles and Shots	
Concept #2: Directing Styles with Camera Angles	

Grading Period 4
Unit 6: Radio Broadcasting (podcasting)

Unit Overview:

At home connections:
- Discuss different

Concepts within Unit # 6	Success Criteria for this concept
Concept #1: Radio and Script in Broadcasting	
Concept #2: Podcasting with purpose	
Concept #3: Sound Equipment	

Glossary of Curriculum Components

<u>**Overview**</u>– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

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

<u>**Unit Overview**</u> – The unit overview provides a brief description of the concepts covered in each unit.

<u>**Concept**</u> – A subtopic of the main topic of the unit.

<u>**Success Criteria**</u>—a description of what it looks like to be successful in this concept.

<u>**Competency**</u>—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.
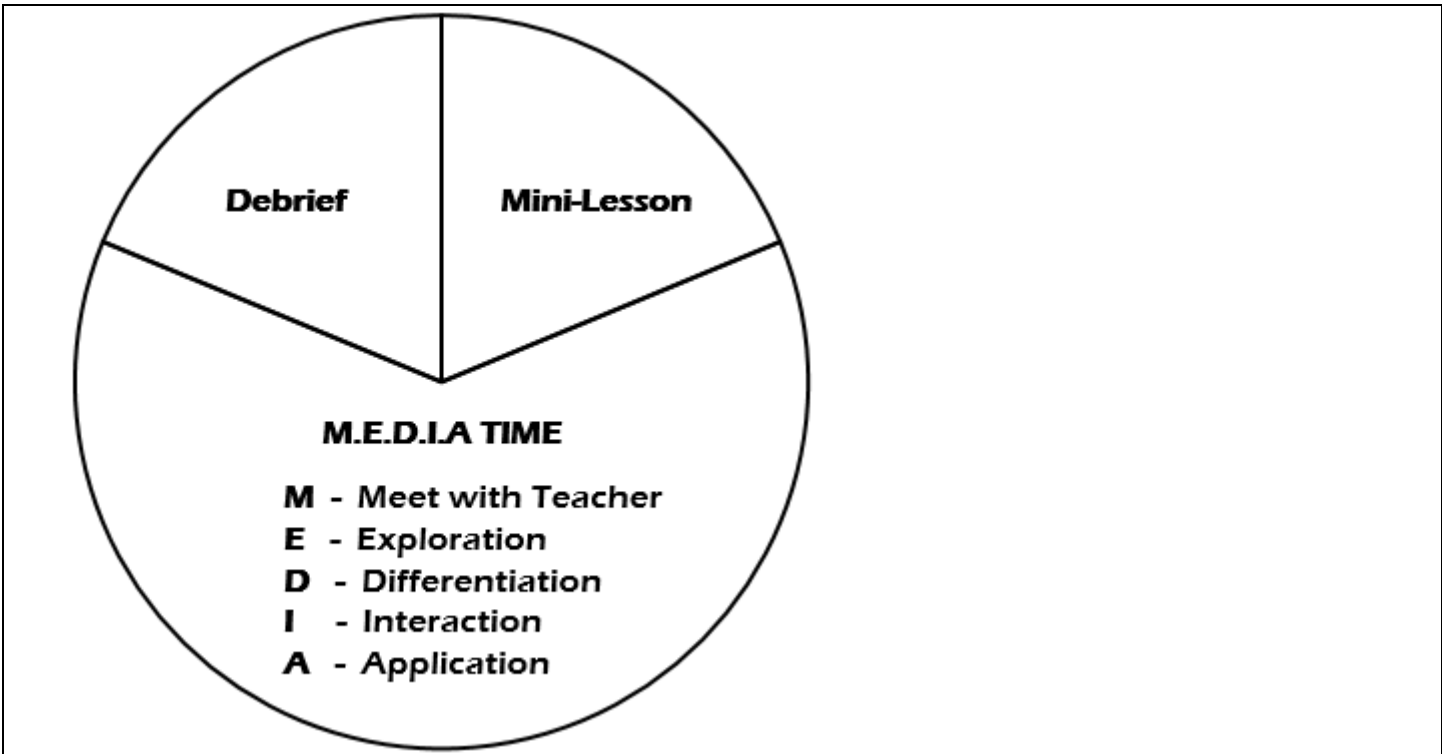
Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

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/adobecare	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
Mini-Lesson	5 - 10 MINS	**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. 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 *Learning Intention* and *Success Criteria* for the concept. The mini-lesson may include a simple technology skill that scaffolds with the main concept.
M.E.D.I.A Time	25 - 30 MINS	**MEDIA Time:** fluid student work time that encompasses the tenets below (usually small group or individual) **Meet with Teacher**- conference or pullout time to examine project rubric requirements, and progress monitoring *Guided Participation* **Exploration**- student work time with the tools using project guidelines*Learning Situatedness* **Differentiation**- student choice, intervention, or enrichment instruction (usually paired with meet with teacher)*Guided Participation*

		Interaction- students working in a community of practice online and in person, (examples are peer discussion or assessment)*Legitimate peripheral participation, Membership of a community of practice* **Application**- authentic formative and summative assessment of learning*Learning Situatedness* Students explore, interact, and apply knowledge and skills during MEDIA time. During this time, a student centered environment looks like the following: 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 M= Meet with the teacher E=Exploration D=Differentiation I=Interaction A=Application
Debrief	5 - 10 MINS	**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) 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. ***some projects may involve a five-minute cleanup warning to responsibly put up equipment and handle housekeeping duties.