Middle School Beginning 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.

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: Broadcasting Basics

Unit Overview:
In this unit, students will focus on learning the background knowledge and history behind Broadcast Journalism. Students will learn and practice digital citizenship along with understanding real world connections through journalism. Students will uncover key court cases of plagiarism, copyright, and unethical journalism. They will understand how to properly cite and give credit for any digital production. Skills in proper digital citizenship will be used throughout the year. This unit will also allow for students to engage in hands-on technology with camera training, video editing, and proper equipment handling. Photography is a key focus with camera work that leads to the first project creation of Public Service Announcements. Students will also apply these skills to video productions through district and outside events.

At home connections:

- Discuss ways your student can demonstrate being a good digital citizen.

Concepts within Unit #1	Success Criteria for this concept
Concept #1: History of Broadcasting **6H:** Evaluate how changes in technology throughout history have impacted various areas of study	• Recognize historical events in the 20th century related to media. • Explain the connection of key events in Broadcasting and their impact on communication in society. • Demonstrate the progression of technology used for digital media.
Concept #2: Digital Citizenship **5A:** Understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain	• Discuss what digital citizenship is and is not. • Explain what the rules of plagiarism and copyright law are. • Demonstrate and research how to identify plagiarism, violations of copyright, slander, and trademark by showing key real world examples. • Explain the difference in creative commons and copyright. • Identify items belonging to the public domain.
Concept #3: Video Editing Software and Camera Training	• Demonstrate knowledge of the basic parts of a camera • Utilize a video or photo camera to take high quality photos and video

6E: Identify, understand, and use hardware systems;	• Utilize proper lighting or sound capture devices to achieve video and photo skills • Create a video production in video editing software such as WeVideo or iMovie

Unit 2: Editing, Effects, and Design

Unit Overview:

After an introduction to the history of Broadcast Journalism, students will begin applying technology skills to video editing software and video production. Students will gain hands-on experience with electronics and digital media tools. Students will learn advanced photography and videography skills. Photography skills include Rule of Thirds, Leading Lines, Contrast, and Framing. Videography skills will focus on camera angles such as Over the Shoulder shots, Bird's Eye View, Ground Level shot, and Breaking the Fourth wall. Students will film, edit, add visual effects such as transitions, green screen, picture in picture, speed adjustment, and color filter effects. Filmmakers will repeat skills to establish quick application for editing as well. These technology skills will be utilized throughout the year on different projects for multimedia. It is important to ensure that students are given a wide variety of technology equipment to choose from and show mastery of application. Students will also apply these skills to video productions for participation in film festivals or other video competitions.

At home connections:

- Show your student photos or videos and have them tell you the principles of photography they observe.

Concepts within Unit # 2	Success Criteria for this concept
Concept #1: Camera and Video Editing **1A:** Identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;	• Apply advanced photography skills to capturing photos. • Utilize different camera angles for different effects on video production. • Demonstrate an understanding of filters and apply them to photos and video to enhance mood and tone of a production piece.
Concept #2: Photography and Video Effects **1A:** Identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;	• Create a script for a public service announcements • Collaborate to produce a :30 second PSA with an appropriate theme for my school audience using footage and visual photos/graphics • Demonstrate the impact that PSA videos have on public opinion • Critique student PSA videos

Grading Period 2

Unit 3: Graphic Design in Broadcasting

Unit Overview:

In this unit, students will learn basic graphic design and creation for use in multimedia. Students will understand copyright and branding along with purpose of logo design in marketing. They will also identify graphic design in and around their community and demonstrate understanding of how graphic design has an impact on economics and communication. Students will also apply these skills to video productions such as participation in community film festival.

At home connections:

- Ask your student to design a logo for themselves or the family. What colors and shapes did they use and what meaning did they have?

Concepts within Unit # 3	Success Criteria for this concept
Concept #1: Graphic Design and Copyright law **6H:** Evaluate how changes in technology throughout history have impacted various areas of study;	Make connections with copyright and branding of broadcast elements in society. Understand and create authentic branding with logos for a given choice to market.
Concept #2: Creating Graphics and Visuals for Multimedia Use **6L:** Create and edit files with productivity tools, including: (iv) a digital publication using relevant publication standards and graphic design principles	• Create multiple graphic design productions for broadcast use and purpose appropriate to audience. • Use dimension and 3D effects on graphic design images and text • Publish digital works of art using multiple tools in Adobe Photoshop and Illustrator
Concept #3: Careers Using Graphic Design **3A:** Create a research plan to guide inquiry;	• Identify graphic design examples and the career or job field that connects with it. • Identify the audience of which the visual graphic design affects and how • Explain the connection of business and economic factors on graphic design in the broadcasting field

Grading Period 3

Unit 4: Audio Components

Unit Overview:

In this unit, students will study and learn to manipulate audio and sound for use in video production. Students will gain a strong understanding of the role of sound effects in video production. They will also be able to create mood of a production. This unit will intertwine copyright law with actual application of sound editing. Students will be able to identify possible careers in audio and sound production as well as the connection between video and sound production. Students will use software such as Audacity and Garage Band to engage in sound production.

At home connections:

- Help your child listen and practice recording sound effects around the house.

Concepts within Unit # 4	Success Criteria for this concept
Concept #1: Audio Design, Mood and Tone **6D:** Understand and use software applications, including selecting and using software for a defined task;	• Identify areas of film where sound effects can be applied. • Incorporate sound effects and audio to video productions to enhance professional design and better impact on audience. • Create sound effects for a variety of purposes
Concept #2: Audacity, Garage Band, and other sound software **6D:** Understand and use software applications, including selecting and using software for a defined task;	• Identify tools and skills in Audacity, Garage Band or other sound editing software. • Utilize resources that assist in authentic sound production. • Make new sound and audio effects for production.
Concept #3: Careers in Sound Design **4A:** Identify and define relevant problems and significant questions for investigation;	• Explain the path of education and training needed to go into certain career clusters that involve sound and audio editing. • Summarize career opportunities and their inclusion of sound editing.

Unit 5: Persuasion and Commercials

Unit Overview:

In this unit, students will study persuasion in broadcasting as it relates to commercials, social media, and web graphics, and they will create persuasive commercials using audio and visual graphics. Students will analyze current commercials and discuss their impact on sales of certain products and/or services. Persuasive techniques will be a key focus for students to not only recognize in professional, real-world commercials, but also to include in their own creations. Students will produce at least two commercials applying persuasive techniques to them. This unit will be a scaffolded application by combining video and graphic design along with audio. Marketing and advertising careers in various fields will be studied as well.

At home connections:

- Watch commercials and discuss what methods they are using to try to sell.

Concepts within Unit # 5	Success Criteria for this concept
Concept #1: Persuasion and Commercials English Speech (8)5A **5A:** Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals;	• Explain what demographics and target audience are as well as describe traits of a given audience. • Identify persuasive techniques in commercials and persuasive video presentations. • Utilize strategies and resources to produce a commercial using persuasive techniques for a given audience. • Identify careers in advertising and explain the role that persuasive commercials play in the economy.
Concept #2: Combining Audio and Video Elements for Persuasion **1B:** Create, present, and publish original works as a means of personal or group expression;	• Create appropriate graphic elements using Photoshop or other graphic design software to be used in a commercial. • Create sound effects and original jingles and apply them to a commercial.

Grading Period 4

Unit 6: Career and Genres Study

Unit Overview:

In this unit, students will study and create different genres of video. A key focus will be the study of documentaries, what they are, how to create one, and what effects do they have on public opinion. Students will identify the producer's intentions and intended impact on society through analyzing documentaries and how they are produced. Another area of focus will be a revisit to animation for digital web use. Students will also research broadcast careers and the field of Audio/Visual Media. Careers in journalism will lead to greater understanding of the role and impact of media in society. Students will make connections with multiple fields of study and the common ground they share with journalism.

At home connections:

- Discuss different genera's of video and their purposes. Which is your student's favorite?

Concepts within Unit # 6	Success Criteria for this concept
Concept #1: Documentaries **3D:** Process data and communicate results.	• Identify topics for a documentary. • Incorporate graphics and interviews to video productions to enhance professional design and better impact on audience. • Complete a research process and script a documentary video product. • Produce a professional video documentary using elements and credible sources. • Critique documentaries for effectiveness. •
Concept #2: Animation **6A:** Define and use current technology terminology appropriately;	• Identify areas of film where animation can be applied. • Incorporate sound effects and audio to animation to enhance professional design and better impact on audience. • Create animation shorts for a variety of purposes to reach a set target audience. • Explain how careers can utilize animation in their industry.
Concept #3: Newscasts **2A:** 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;	Create content appropriate and engaging for a determined audience and target demographic. Incorporate graphic elements, animation, and interviewing techniques to video productions to enhance professional design and better impact on audience. Create sound effects for a variety of purposes. Collaborate on a news broadcast.

Concept #4 Broadcast Careers **4A:** Identify and define relevant problems and significant questions for investigation;	• Identify career fields of broadcasting and the roles and responsibilities that go with them. • Present findings on broadcast careers and apply to real world communication and problem solving. • Explain how to become a broadcaster. • Connect different career fields with broadcasting.

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.

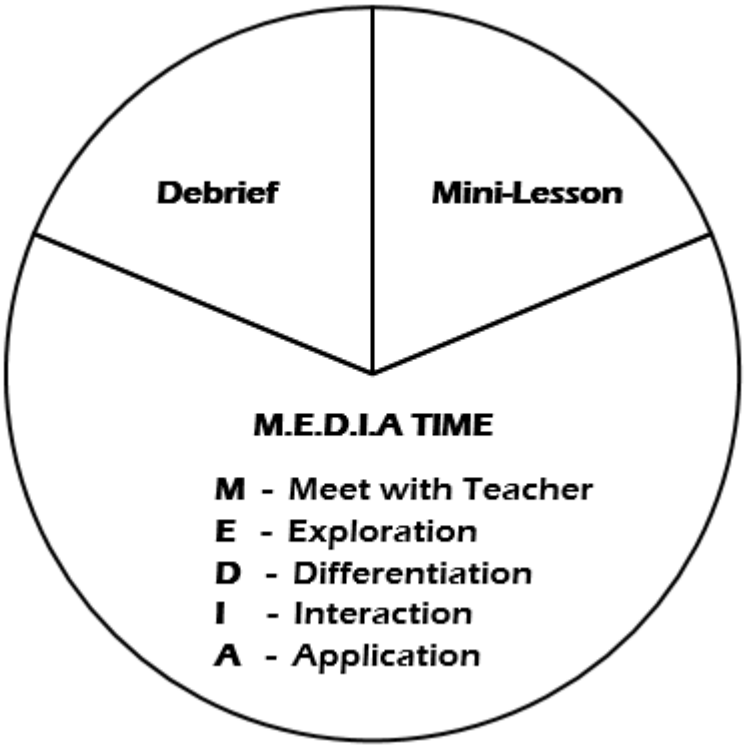
Competency—Standards-Based Grading communicates students' understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level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

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.