# Middle School Broadcast

## Curriculum Overview

### 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

### Definitions

**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.

**Process Standards** – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

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

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

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

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students in technology applications understanding.

- **Technology Applications Online Tutorials**
- **Khan Academy Computer Science Tutorials**
- **Code.org Learning Website**
- **Broadcasting Tutorials**
Instructional Model
Instruction in most Technology Applications classes follows the science curriculum model of the five E’s. However, since MS Broadcasting is based on creating a real world studio environment for learning, the Broadcast classes use a Cognitive Apprenticeship Model called the MEDIA model.

Debrief
20%
(5 - 10 MINS)

Mini-Lesson
20%
(5 - 10 MINS)

M.E.D.I.A TIME
60%
(25 - 30 MINS)

M - Meet with Teacher
E - Exploration
D - Differentiation
I - Interaction
A - Application

Adopted Resources
Middle School: https://www.fortbendisd.com/Page/93918
High School: https://www.fortbendisd.com/Page/93927
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.

<table>
<thead>
<tr>
<th>Grading Period 1</th>
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<tbody>
<tr>
<td><strong>Unit 1: Establishing Broadcast Basics</strong></td>
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<table>
<thead>
<tr>
<th>Unit Overview:</th>
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<tbody>
<tr>
<td>GRADING PERIOD 1</td>
</tr>
</tbody>
</table>
### Digital Citizenship & History of Broadcast
1 week

### Establish Reading & Writing Workshop
1 week

### Video editing software & Camera training
3 weeks

#### Themes for the Unit

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 for participation in the FBISD Film Fest.

#### Big Ideas:
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information on Broadcast History in the 20th Century.
- Students will examine digital citizenship and ethical journalism in order to be able to apply laws of copyright to digital productions.
- Students will learn to write for Broadcasting using voice and various forms.

#### Essential Questions:
- How does the history of broadcasting affect public opinion and the economy?
- To what extent are we all witnesses of history and messengers to humanity?
- Why is digital citizenship and ethical journalism expressing ideas?
- What is the relationship between our stories and our identity?

#### TEKS

**Priority Standards:**

**6H:** Evaluate how changes in technology throughout history have impacted various areas of study

**5A:** Understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain

***TA TEKS 5A-5D will be applied throughout the year on all tasks and projects. Students will apply proper citations and use ethical journalism in all productions. These TEKS apply to all units.***

### Unit 2: Editing, Effects, and Design

#### Unit Overview:

<table>
<thead>
<tr>
<th>GRADING PERIOD 1</th>
<th>UNIT 2: Editing, Effects, and Design</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photography and Video Effects</td>
<td>2 weeks</td>
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<tr>
<td></td>
<td>Public Service Announcements</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

#### Themes for the Unit

**TEKS**

**Link to Tech Apps TEKS**
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 the FBISD Film Fest.

Big Ideas:
Students will learn advanced techniques to take video and photos with cameras and visual equipment.
Making PSA videos benefits the greater good of society.

Essential Questions:
- What are the different ways that video and photos can be taken?
- How does photography and photo/video editing affect broadcast journalism?
- How do PSA videos help improve society?

Priority Standards:
1A: Identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;

***TA TEKS 5A-5D will be applied throughout the year on all tasks and projects. Students will apply proper citations and use ethical journalism in all productions. These TEKS apply to all units.

### Grading Period 2

#### UNIT 3: Graphic Design in Broadcast

<table>
<thead>
<tr>
<th>Theme</th>
<th>Days</th>
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<tbody>
<tr>
<td>Copyright and Branding</td>
<td>1 week</td>
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<tr>
<td>Design for Media Production with visual effects and props</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Graphic Design and Video Graphics</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Adobe Photoshop and Illustrator</td>
<td>3 weeks</td>
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### Themes for the Unit

Link to Tech Apps TEKS
### Grading Period 3

#### Unit 4: Audio Components

<table>
<thead>
<tr>
<th>GRADING PERIOD 3</th>
<th>Unit 4: Audio Components</th>
<th>Days</th>
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<tbody>
<tr>
<td></td>
<td>Audio, Design, Mood, and Tone</td>
<td>1 week</td>
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<tr>
<td></td>
<td>Audacity, Garage Band, and other Music Creation</td>
<td>3 weeks</td>
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#### Themes for the Unit

<table>
<thead>
<tr>
<th>Big Ideas:</th>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>•</td>
<td>Priority Standards: genres and support those findings with textual evidence.</td>
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#### TEKS

**Link to Tech Apps TEKS**

### Unit 5: Persuasion and Commercials

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<thead>
<tr>
<th>GRADING PERIOD 3</th>
<th>UNIT 5: Persuasion and Commercials</th>
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<tr>
<td></td>
<td>Persuasion and Commercials</td>
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<tr>
<td></td>
<td>Combining Audio and Visual Elements for Persuasion</td>
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<tr>
<td></td>
<td>Combining Audio &amp; Visual Elements for Persuasion</td>
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</tbody>
</table>
### Themes for the Unit

| Big Ideas: |
| Essential Questions: |

### TEKS

| Link to Tech Apps TEKS |

| Priority Standards: |

### Grading Period 4

#### Unit 6: Career Genres Study

| Unit Overview: |
| Days |

#### GRADING PERIOD 4

| Unit 6: Career Genres Study |
| Days |

| Documentaries | 3 weeks |
| Animation, stop motion and digital | 3 weeks |
| Newscast Creation | 2 weeks |
| Careers in Broadcasting | 1 week |

| Themes for the Unit |

| Link to Tech Apps TEKS |

| Priority Standards: |