Curriculum Map: Broadcast Media Arts

MASH

Communications Department

Course Description: This year-long course is designed to inspire the student to become a highly effective communicator in a digital age. Students in Broadcast Media Arts will be exposed to a wide variety of digital media including television, computer, radio, and internet platforms. The application of these media forms will produce both daily announcements to the school highlighting the pertinent news of the day and a weekly broadcast that more deeply explores the student experience. The format of the course will employ an advanced democratic student-centered model that places the learner at the center of the experience and asks the instructor to become a facilitator rather than the focus of the learning. Students will work on advancing techniques in leadership, collaboration, and independent thought and action to work as a team to produce broadcasts of high quality. Essential to the student experience in this course is the ability to be self-motivated and open to new learning styles as the course breaks from the traditional model of education to facilitate deep thought and understanding. The course becomes as much about how to learn as it is about what is learned as students will come to produce high-quality products while expending their abilities to be master communicators in the 21st century.

Unit Title: *The Daily Show*

Suggested time frame: 36 Weeks

Standards: 15.4: Computer and Information Technologies

            15.3: Communication

            CC.1.4: Writing

            CC.1.5: Speaking and Listening

Big Idea: News happens every day. Somebody has to report it.

Essential Questions:
1. What is news?
2. How do citizens get their news?
3. How has the consumption of news media evolved?
4. How have careers within the news media changed?
5. How can high school students best consume news?
6. What is essential news for high school students to receive?
7. How can high school students most effectively deliver the news to their peers?

Competency	Vocabulary	Strategy	Resource
• **Demonstrate understanding of the ways that people receive their news** • **Demonstrate understanding of the evolution of news media consumption** • **Describe what is essential news for individuals in various walks of life** • **Describe what is essential news for high school students** • **Create a plan for how to best deliver news to their peers** • **Learn the various roles within a live broadcast production** • **Demonstrate proficiency at all of the roles within a live broadcast** • **Design and create a format for a live broadcast daily show** • **Broadcast a live daily show to peers**		PowerPoint and lecture based presentations on basic video techniques Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie Fieldtrips to various community locations and media outlets in the area

Unit Title: *The Weekly Show*

Suggested time frame: 36 Weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: The blurred line between news and entertainment

Essential Questions: 1.
1. What is the difference between news and entertainment?
2. Is news always entertaining?
3. Is entertainment always news?
4. How can entertainment and news be combined to improve the lives of students?
5. Why is it important for students to be entertained?
6. Why is it important for students to be informed citizens?

Competency	Vocabulary	Strategy	Resource
• **Demonstrate an understanding of the difference between news and entertainment** • **Watch and evaluate various news and entertainment broadcasts** • **Design and create a weekly broadcast show that will be viewed by students in school and community members on YouTube** • **Fill various roles within the production of the show including anchoring, filming, editing, and producing individual segments** • **Work seamlessly with others within the class to accomplish the common goal of producing a high quality weekly broadcast**		PowerPoint and lecture based presentations Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie Fieldtrips to various community locations and media outlets in the area

Unit Title: *The Broadcast Package*

Suggested time frame: 36 weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: What makes my work interesting?

Essential Questions: 1. What types of video segments should be contained in a weekly broadcast show?
2. What makes a good video project?
3. What are the different types of video projects that should be contained in a weekly broadcast?
4. How can I become a self-directed, lifelong learner?
5. Who is my audience and how can I reach them?

Competency	Vocabulary	Strategy	Resource
• **Create guidelines for the types of video projects that will be contained in the weekly show** • **Create guidelines for the evaluation of student-generated work** • **Understand the democratic classroom model and how it will be employed to dictate the direction of the class and the weekly broadcast** • **Create original video pieces that will be contained in the weekly broadcast** • **Work collaboratively with others to produce weekly video pieces** • **Work collaboratively with the class to produce a weekly show.**		PowerPoint and lecture based presentations Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects Student-centered activities to plan and write video script Student-centered actives to plan and create storyboard	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie Fieldtrips to various community locations and media outlets in the area