

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12

Level 3 Video Essay and Broadcasting

<p><i>Mission Statement</i></p>	<p>As an Industrial Technology department our mission is:</p> <p>To motivate all students to develop problem-solving skills. That will promote creative thinking. Encourage exploration of the technical world around them and create a safe working environment.</p> <p>To teach all students the proper and safe way to use tools and equipment.</p> <p>To learn and use practical life skills through a variety of hands on activities and to educate students about the world of technology and all the opportunities it may have to offer.</p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Level 1 TV Technology Fundamentals Level 2 Composition for Broadcasting Level 3 Video Essay Level 4 Short Stories and Documentaries Level 5 Broadcast Journalism</p>

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Level 3 Video Essay</p> <p>9-12</p> <p>1-4</p> <p>Level 2</p>
<p>Course Description</p>	<p>This is a student-centered, cooperative learning curriculum based around technology. This course is designed for students who wish to continue their focus on a more in-depth use of TV media technology and communication. There is a heavy focus on problem solving, creative writing for video and writing for short video segments. Students will write, produce and videotape various sports activities, concert activities and school related activities. Student will use video, editing and interviewing techniques they learned from Level 1, and will produce an 8-10 minute video production for the Studio 304 show, which is aired every 2 weeks during the school year. Emphasis in this course is on <i>advanced</i> use of broadcast technology; broadcast news-style writing, reading and critical thinking skills, problem solving, as well as organizational skills. There is a large amount of lab time required in this class therefore students are expected to work on their projects during available times such as study halls, before and after school. Some weekends are necessary to videotape concerts, school activities and interviews.</p>
<p>District-approved Materials and/or Resources</p>	<p><i>Aim for the Heart.</i></p> <p>Supplemental handouts regarding storyboarding</p> <p>Supplemental handouts generated from Student Television Network with regard to how to interview, Ethics in Broadcasting, Code of Ethics from RTNDA. Various supplemental video showing techniques for interviewing, editing and reporting news.</p>

Unit Frameworks

<p>Unit of Study: Putting short, 2 minute packages together using video and editing equipment. These packages are based on events in both the school and the community.</p>	<p>There are 4-6 Studio 304 shows per semester. This is a student news based show produced by students for students. Students choose the topic of the show based on school/community current affairs, which is in constant flux. Students work in small groups to produce their selected 2-minute segments. Each students take on one responsibility of, director, videographers, writer, storyboards, researcher, reporter, and editor. The entire class is responsible for the hosts segments, graphics, look of the show and credits.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together. Aim for the Heart will be used as a supplementary book and as a reference book for students to use for interviewing techniques. There is a DVD that comes with the book and can be used as a modeling tool.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2 Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1 Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format</p>	

4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.
 Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.
 Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues.

11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
 Know and apply the concepts, principles and processes of scientific inquiry.
 Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables.
 Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.

21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).

21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.

24.A.5 Compare and contrast strategies to prevent conflict and resolve differences

26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.

26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.

26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).

26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.

<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to take a story idea and turn it into a 2 minute segments to be aired. ● To learn interviewing techniques that can be applied to video production for the Studio 304 show. ● To learn to problem solve during an interview session. ● To learn proper video techniques for interviewing. ● To learn how to write a story creatively for the magazine show. ● To learn how to research subject matters or individuals for interviews. 	
<p>Assessments</p>	<p>Students will produce 2 –3 2:00 segments for the Studio 304 show, which will air during scheduled homeroom time.</p> <p>The students will do a self-assessment, team-assessment and class-assessment of these segments for a grade.</p> <p>Students will turn in written stories for their segments.</p> <p>Students will turn in storyboards for their segments.</p>	<p>Video presentation of the Studio 304 show.</p>