



Learning that works for Washington

# Spokane Public Schools TV/Video Production

<b>Course: TV / Video Production</b>	<b>Total Framework Hours up to: 180</b>
<b>CIP Code: 100202</b> <input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified: 6/8/2015</b>
<b>Career Cluster: Arts, A/V Technology and Film</b>	<b>Cluster Pathway: Audio and Video Technology and Film</b>

## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

Produce 4-6 minute TV show demonstrating skills in meeting the air deadline, assigning crew and cast details, leading cast and crew in studio temperament. The producer will be an effective decision maker in looking over stories selected for broadcast, troubleshooting technology, and communicating changes to the appropriate crew and cast. The producer will communicate with the teacher regarding needs and resources as well as the status of the show.

### Leadership Alignment:

- Implement Innovations
- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decision
- Solve Problems
- Communicate Clearly
- Collaborate with Others
- Access and Evaluate Information
- Use and Manage Information
- Apply Technology Effectively
- Adapt to Change
- Manage Goals and Time
- Interact Effectively with Others
- Work Effectively with Diverse Teams
- Manage Projects
- Produce Results
- Guide and Lead Others
- Be Responsible to Others

### In Class Leadership:

- The broadcast producer will implement innovations that have been created by teams as well as in the process of solving problems in production
- The broadcast producer will reason effectively in the selection of items for the show, including segment length and timing
- The broadcast producer will use systems thinking when planning the broadcast and considering coordination between team members and flow

The broadcast producer will make judgements and decisions in the process of selecting broadcast stories, selecting graphics, and directing crew members  
 The broadcast producer will solve problems while directing the crew, selecting stories and features, communicating challenges and successes  
 The broadcast producer will communicate clearly when directing the broadcast crew and sharing the broadcast plan  
 The broadcast producer will collaborate with others when selecting news items and graphics, directing crew members, and solving problems  
 The broadcast producer will access and evaluate information when selecting news items for the broadcast and assuring broadcast timing and flow  
 The broadcast producer will use and manage information to select news items and graphics for the show  
 The broadcast producer will apply technology effectively in the process of developing communication and communicating with the broadcast crew  
 The broadcast producer will adapt to change when dealing with challenges and adjustment to the broadcast schedule  
 The broadcast producer will manage goals and time to assure that story segments run at length and the show meets the time requirements  
 The broadcast producer will interact effectively with others to develop the elements of the broadcast and make decisions regarding time and content requirements  
 The broadcast producer will work effectively with diverse teams to encourage collaboration and foster broadcast team creativity  
 The broadcast producer will manage projects when compiling the broadcast elements into a complete show  
 The broadcast producer will produce results when completing the broadcast production  
 The broadcast producer will guide and lead others through the entire broadcast process  
 The broadcast producer will be responsible to others on the crew as well as the broad audience receiving and relying on the broadcast

***Standards and Competencies***

**Standard/Unit 1: TV Show Producer**

**Competencies**

**Total Learning Hours for Unit: 20 Hours**

1. Selects news items for show
2. Directs crew and anchors
3. Selects graphics and all other content
4. Maintains spirit of collaboration
5. Communicates troubles and success to crew and anchors as well as to the Ex Producer
6. Problem solves
7. Produces in time for airing

***Aligned Washington State Standards***

<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.1	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2	Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3	Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1	Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2	Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3	Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4	Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Reading</b>	RST 11-12 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

	RST 11-12 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>Speaking and Listening</b>	SL 11-12 2: SL 11-12 5	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
<b>Writing</b>		

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

The student will effectively communicate with the producer and teacher regarding story selection for the show. They will add their own pizzazz, transitions to the writing of the script. They will add their own feature stories through research that they have done. They will efficiently write the script into the teleprompter and then operate the teleprompter effectively during the show's taping.

**Leadership Alignment:**

- Think Creatively
- Work Creatively with Others
- Solve Problems
- Communicate Clearly
- Collaborate with Others
- Access and Evaluate Information
- Interact Effectively with Others
- Work Effectively with Diverse Teams
- Produce Results
- Be Responsible to Others

**In Class Leadership:**

- The show writer will think creatively when generating content for broadcast stories and features
- The show writer will work creatively with others when collaborating on stories and feature script content
- The show writer will solve problems when developing content under deadline and within content time constraints
- The show writer will communicate clearly when developing story ideas and content
- The show writer will collaborate with others when developing story ideas and broadcast scripts
- The show writer will access and evaluate information when researching and developing story ideas and broadcast scripts
- The show writer will interact effectively with others when planning story and broadcast script content
- The show writer will work effectively with diverse teams when seeking and confirming story/script content and developing creative leads
- The show writer will produce results when writing stories and scripts under deadline and achieving the intended audience response
- The show writer will be responsible to others when developing stories and broadcast scripts for the news and feature teams

**Standards and Competencies**

**Standard/Unit 2: TV Show Writer**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

1. Collaborates with the producer over news content
2. Rewrites canned announcements
3. Writes transitions, original material using computer and monitor
4. Awareness and respect of diverse audience

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Writing</b>	WHST 11-12 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST 11-12 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
	WHST 11-12 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

The student will be presentable, professional and will enunciate and pronounce words in a dedicated and consistently skillful manner. They will present a friendly demeanor both to the audience and to the fellow anchor. The anchor will take direction from the producer in a professional manner—doing what they say with full intent and generosity.

**Leadership Alignment:**

Use Systems Thinking  
Communicate Clearly

Collaborate with Others  
 Adapt to Change  
 Interact Effectively with Others  
 Be Responsible to Others

In Class Leadership:

The broadcast anchor will use systems thinking in considering the delivery of scripted content and audience and crew response to delivery with authenticity and charm  
 The broadcast anchor will communicate clearly during rehearsals, when enunciating during the broadcast  
 The broadcast anchor will collaborate with others in planning script delivery, broadcast logistics, and planning with the producer  
 The broadcast anchor will adapt to change when addressing time constraints and adjustments during the broadcast  
 The broadcast anchor will interact effectively with others when working with the producers and crew in developing and delivering the broadcast  
 The broadcast anchor will be responsible to others when collaborating with the producer, planning the broadcast, and performing the scripted content

***Standards and Competencies***

**Standard/Unit 3: Anchor**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

Collaborates with the Producer  
 Adjusts posture and appearance for professional look  
 Rehearses script and banter  
 Reads smoothly from the Teleprompter  
 Projects and enunciates during taping  
 Represents TV show with authenticity and charm

***Aligned Washington State Standards***

<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.2 EALR 2.1 EALR 2.4	Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Speaking and Listening</b>	SL 11-12 2 SL 11-12 4	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

The tech producer will setup the studio and gear for efficient use during the show taping. They will build an Adobe Premiere timeline, including credits, intro and outro, necessary title cards, input the show's footage including features, build the show with clean heads and tails and proper sequencing. The tech producer will also spell all title cards correctly, mix sound levels, and build the chroma key so that it looks bright and inviting. The tech producer demonstrates the ability to provide quality control for show readiness.

### Leadership Alignment:

Work Creatively with Others  
Implement Innovations  
Collaborate with Others  
Apply Technology Effectively  
Adapt to Change  
Interact Effectively with Others  
Work Effectively with Diverse Team  
Manage Projects  
Be Responsible to Others

#### In Class Leadership:

The Tech producer will work collaboratively with others to set up and maintain studio cameras, lights, mics, and other technical equipment in the studio  
The Tech producer will implement innovations setting up studio equipment for performance and efficiency  
The Tech producer will collaborate with others to set up equipment for the broadcast  
The Tech producer will apply technology effectively when setting up and managing broadcast production  
The Tech producer will adapt to change when adjustments need to be made with studio equipment  
The Tech producer will interact effectively with others when preparing the studio equipment for broadcasts  
The Tech producer will work effectively in diverse teams by leveraging different perspectives and experiences for creative solutions to technical challenges  
The Tech producer will manage projects when identifying equipment that needs repair/replacement as well as studio resets for different projects / sets  
The Tech producer will be responsible to others when planning and setting up technology for broadcasts and studio productions

#### Community Leadership:

The Tech producer will work collaboratively with others to set up and maintain cameras, lights, mics, and other technical equipment on community shoots  
The Tech producer will implement innovations setting up on-location equipment for performance and efficiency  
The Tech producer will collaborate with others to set up equipment for on-location shoots  
The Tech producer will apply technology effectively when setting up and managing on-location production in the community  
The Tech producer will adapt to change when accommodating a variety of environments and make adjustments for on-location shoots in the community  
The Tech producer will interact effectively with others when preparing the studio equipment for broadcasts  
The Tech producer will interact effectively with others when preparing for on-location features and event shoots in the community  
The Tech producer will work effectively in diverse teams by leveraging different perspectives and experiences for creative solutions to technical challenges on location  
The Tech producer will manage projects when identifying and packaging equipment required for community projects and on-location sets  
The Tech producer will be responsible to others when planning and setting up technology for on-location community productions

**Standards and Competencies**

**Standard/Unit 4: Tech Producer**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- Collaborates with the Producer
- Sets up camera, mics and lighting
- Downloads footage
- Builds timeline of show using Adobe Premiere
- Mixes sound appropriately
- Uses Chroma key
- Edits show to completion and on time for airing
- Awareness and respect of diverse audience

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Reading</b>	RST 11-12 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	RST 11-12 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

The producer will make engaging and informative 1-2 minute shows that highlight student activities, staff, and school issues. The show will demonstrate effective and dynamic camera use, careful framing, clean sound, clean editing, title cards spelled correctly and a clear and consistent message.

**Leadership Alignment:**

- Think Creatively
- Collaborate with Others
- Apply Technology Effectively
- Work Independently
- Be Self –Directed Learners
- Interact Effectively with Others
- Work Effectively with Diverse Teams
- Manage Projects
- Produce Results
- Guide and Lead Others

**In Class Leadership:**

- The post-show producer will think creatively when brainstorming ideas and design elements for post-show productions
- The post-show producer will collaborate with others when planning and producing productions for the post-show features
- The post-show producer will apply technology effectively planning and during post-show productions
- The post-show producer will interact effectively with others preparing for and producing post-show features
- The post-show producer will manage projects when planning and implementing plans for post-show productions in the community

**Leadership in the community:**

- The post-show producer will work independently in the community on post-show features
- The post-show producer will be self-directed learners when working in the community on post-show features
- The post-show producer will apply technology effectively planning and during post-show productions
- The post-show producer will interact effectively with others preparing for and producing post-show features
- The post-show producer will produce results when producing post-show projects in the community
- The post-show producer will work effectively in diverse teams collaborating with the crew while on location during community shoots for post-show features
- The post-show producer will manage projects when planning and implementing plans for post-show productions in the community
- The post-show producer will guide and lead others when collaborating with the crew and maintaining awareness of diverse audiences producing post-show projects in the community

***Standards and Competencies***

**Standard/Unit 5: Post-show Producer**

**Competencies**

**Total Learning Hours for Unit: 20 Hours**

- Collaborates with crew
- Considers design elements when filming
- Operates camera and sound
- Edits using Adobe Premiere
- Awareness and respect of diverse audiences



**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	<p>EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology</p> <p>EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others</p> <p>EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources</p> <p>EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology</p> <p>EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning</p> <p>EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively</p> <p>EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies</p>
<b>Reading</b>	<p>RST 11-12 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST 11-12 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<b>Speaking and Listening</b>	<p>SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 11-12 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

The student will demonstrate professional collaboration skills—listening well, eliciting suggestions, and cooperative decision making. If it is a show commissioned by a client the student will demonstrate a consistent and engaging message per the client. The student will effectively organize resources, locations, and scheduling. The student will produce an engaging show that demonstrates professional camera, sound and editing work. The student will meet any deadlines pertinent to the filming and distribution of the show.

**Leadership Alignment:**

- Collaborate with Others
- Apply Technology Effectively
- Adapt to Change
- Be Flexible
- Manage Goals and Time
- Work Independently
- Be Self –Directed Learners
- Interact Effectively with Others

Work Effectively with Diverse Teams

- Manage Projects
- Produce Results
- Guide and Lead Others

In Class Leadership:

- The Feature/Spot Light Producers will collaborate with others when planning and organizing resources and personnel for feature and spot light projects
- The Feature/Spot Light Producers will apply technology effectively while planning and communicating with crew members regarding features and spot light projects
- The Feature/Spot Light Producers will adapt to change while planning and implementing feature and spot light projects
- The Feature/Spot Light Producers will be flexible when planning for and implementing feature and spot light projects
- The Feature/Spot Light Producers will manage goals and time considering location constraints planning and implementing feature and spot light projects
- The Feature/Spot Light Producers will work independently and in teams on feature and spot light projects
- The Feature/Spot Light Producers will be self-directed learners working on features and spot light projects
- The Feature/Spot Light Producers will interact effectively with others when organizing people and resources for features and spot light projects
- The Feature/Spot Light Producers will work effectively in diverse teams when organizing people and resources for features and spot light projects
- The Feature/Spot Light Producers will manage projects effectively when organizing people and resources for features and spot light projects
- The Feature/Spot Light Producers will produce results when organizing people and resources for features and spot light projects
- The Feature/Spot Light Producers will guide and lead others when organizing people and resources for features and spot light projects

Community Leadership:

- The Feature/Spot Light Producer will collaborate with others when planning and organizing resources and personnel for feature and spot light community projects
- The Feature/Spot Light Producer will apply technology effectively while planning and communicating with crew members on features and spot light community projects
- The Feature/Spot Light Producers will adapt to change while planning and implementing feature and spot light community projects
- The Feature/Spot Light Producers will be flexible when planning for and implementing feature and spot light community projects
- The Feature/Spot Light Producers will manage goals and time considering location constraints planning and implementing feature and spot light community projects
- The Feature/Spot Light Producers will work independently and in teams on feature and spot light community projects
- The Feature/Spot Light Producers will be self-directed learners working on features and spot light community projects
- The Feature/Spot Light Producers will interact effectively with others when organizing people and resources for features and spot light community projects
- The Feature/Spot Light Producers will work effectively in diverse teams when organizing people and resources for features and spot light community projects
- The Feature/Spot Light Producers will manage projects effectively when organizing people and resources for features and spot light community projects
- The Feature/Spot Light Producers will produce results when organizing people and resources for features and spot light community projects
- The Feature/Spot Light Producers will guide and lead others when organizing people and resources for features and spot light community projects

***Standards and Competencies***

**Standard/Unit 6: Feature/Spot Light Producer**

**Competencies**

**Total Learning Hours for Unit: 20 Hours**

- Organization and planning of resources and people
- Awareness and respect of diverse audience
- Respect of film subject
- Communicates effectively with subject and client
- Collaborates with crew
- Considers design elements when filming

Operates camera and sound Edits using Adobe Premiere		
<b><i>Aligned Washington State Standards</i></b>		
<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.1	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2	Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3	Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1	Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2	Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3	Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4	Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Reading</b>	RST 11-12 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST 11-12 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>Speaking and Listening</b>	SL 11-12 2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	SL 11-12 5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

Students will behave professionally by: sitting in assigned seats, being good listeners, speaking effectively, asking engaging questions, speaking in turn, carefully selecting meaningful vocabulary, being kind and respectful, offering solutions, and insightful reflection.

**Leadership Alignment:**

Be Responsible to Others  
Work Effectively with Diverse Teams  
Interact Effectively with Others

In Class Leadership:  
Students will be responsible to other when participating in production meetings  
Students will work effectively in diverse teams when [participating in production meetings  
Students will interact effectively with others during production meetings

<b>Standards and Competencies</b>	
<b>Standard/Unit 7: Production Meeting</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 40 hours</b>
Regular attendance and punctuality Participate in show critiques Problem solve show issues Media discussions Team building	
<b>Aligned Washington State Standards</b>	
<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively
<b>Speaking and Listening</b>	SL 11-12 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>Writing</b>	

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

**Video Snack**

Student will carefully select a short video that demonstrates the power of media. The student will come up with an engaging list of questions to present to the class regarding the video and why it is powerful. The student will present to the class in a professional manner.

Students will demonstrate an ability to read and annotate text by: extending the text to their own concerns, asking questions of the text, finding the three most engaging

ideas in the text, and explaining how the text is relevant to the careers in TV Broadcast and Broadcast journalism. From annotating students should be able to have an intelligent discussion regarding the text.

**Leadership Alignment:**

- Manage Projects
- Work Effectively with Diverse Teams
- Interact Effectively with Others
- Collaborate with Others
- Analyze Media
- Create Media Products
- Communicate Clearly
- Make Judgments and Decisions

**In Class Leadership:**

- Students will work effectively in diverse teams when preparing for media analysis
- Students will manage projects when preparing for media analysis
- Students will interact effectively with others when preparing, delivering, and receiving feedback during media product creation and analysis projects
- Students will collaborate with others when creating media products for and when delivering media analysis project presentations
- Students will communicate clearly when speaking, presenting, leading discussion, and listening during media analysis project presentations
- Students will make judgements and decision when managing goals and discussing media analysis project presentations

***Standards and Competencies***

**Standard/Unit 8: Media Analysis**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- Understands the power of media
- Understands how particular media is powerful
- Speaking, presenting, leading discussion, listening
- Reading and digesting information
- Manage Goals and Time
- Be Self-directed Learners

***Aligned Washington State Standards***

<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.1	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2	Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 2.3	Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4	Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies

<b>Reading</b>	<p>RST 11-12 1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST 11-12 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST 11-12 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST 11-12 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Speaking and Listening</b>	<p>SL 11-12 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 11-12 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>
<b>Writing</b>	

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input checked="" type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgments and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and /evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input checked="" type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>