



West Windsor-Plainsboro Regional School District
Power of the Media Grade 7

Unit 1: Writing News For Television	
Content Area: Visual and Performing Arts	
Course & Grade Level: Power of the Media, Grade 7	
Summary and Rationale	
<p>When news organizations prepare lists of the most important element in any broadcast news operation, almost without fail they top their lists with qualified, seasoned reporters who can write well. Writing and reporting are the keys to a successful news operation. Solid reporting of the facts, probing interviewing skills, good appearance on camera, and solid writing is the foundation upon which reporting, news gathering, producing and anchoring are built.</p> <p>This course offers students the opportunity to explore the mechanics and skills of becoming a “seasoned” news reporter. By learning how to speak in front of a camera, develop questions for interviews, investigate the specifics of a news story, synthesize information, and write and report the story, students will develop the necessary skills and abilities to become “seasoned” reporters.</p> <p>They will be asked to make objective judgments forcing them to decide what is fact and what is opinion. They will learn how to develop news scripts that incorporate what viewers hear, as well as see. They will make decisions on how to “lead” a story, how to grab the viewer’s attention, and how to keep them interested. And finally, the students will gain valuable experience in editing what they write by being forced to meet specific time requirements for stories. The skills students learn in this course will prepare them for future courses in electronic television production, news gathering, public speaking, producing, etc.</p> <p>Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to present their stories in front of the class and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is very important to the productivity of the course and is also included in all grading and evaluations.</p>	
Recommended Pacing	
18 days	
State Standards	
Visual and Performing Arts Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Visual and Performing Arts Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical

	proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
21st-Century Life and Careers Skills Standard 9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
21st-Century Life and Careers Skills Standard 9.4 (C. Arts, A/V Technology, & Communications Career Cluster): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	
9.4.12.C.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.C.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Visual communication through art crosses cultural and language barriers throughout time. Technology and media arts are often catalysts for creating original choreographic compositions. Good communication is based on good preparedness and listening. The visual medium is a powerful way to express and deliver a message and learn knowledge. Interviewing is an art that requires good preparation and excellent listening skills The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can good questioning techniques uncover important facts & information in a story? How does my preparedness affect a discussion I have with another person? How does good listening make me a better interviewer? How do I organize facts in a clear way? How do I write news and a story for the visual medium? 	
Objectives	
Students will know: <ul style="list-style-type: none"> How to use proper grammar. How to take notes on the "First Four" of television writing and then apply those rules to exercises to determine which writing samples follow those rules. How to find appropriate-for-television words to replace words written for print. 	

- How to find the better word choice; look for accuracy and balance of opinion in stories.
- Develop a knowledge and understanding of the proper writing skills for reporting news on television
- How to acquire facts and organize them.

Students will be able to:

- Decide what sentences are written for the ear and what sentences are written for print
- Write in the style of “Conversational Writing for the Ear.”
- Discuss the differences in two different styles of writing
- Organize facts using the “Writing Pyramid” concept of news journalism fact organization.
- Write stories to limit sentences to single thoughts, and making decisions on attribution of facts in a story

Resources

Core Text:

Suggested Resources:

Unit 2: Structuring a News Story	
Content Area: Visual and Performing Arts	
Course & Grade Level: Power of the Media, Grade 7	
Summary and Rationale	
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Recommended Pacing	
18 days	
State Standards	
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1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
21st-Century Life and Careers Skills Standard 9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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9.4.12.C.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.C.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Visual communication through art crosses cultural and language barriers throughout time. Technology and media arts are often catalysts for creating original choreographic compositions. Good communication is based on good preparedness and listening. The visual medium is a powerful way to express and deliver a message and learn knowledge. Interviewing is an art that requires good preparation and excellent listening skills The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Presentation in front of an audience is essential to personal communication of a message. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can good questioning techniques deliver an interesting message? How does my preparedness affect a discussion I have with another person? How does good listening make me a better interviewer? How does the start of a story affect the listener's immediate response to it? Why is a person's response to a question so important to the delivery of the story? How does a reporter get across the mood or feeling of a story? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Develop a knowledge and understanding of how television news reporters gather, synthesize, and organize facts of a news story, and then develop the story for the news. 	

- How to examine a current newspaper or wire copy story and, based on their individual audiences, answer questions about “What’s In It For Me?”
- How to make judgments on what to “throw out” of a news story based on time restrictions
- Different types of scripts and determine what type of script it is and how it should be used in a news broadcast
- How to make editorial judgments on “sound-bites” and which to use in a story.
- How to begin a story so that they attract the viewer at the start of the story.

Students will be able to:

- Re-write a story checking to make sure its structure meets the basic outline discussed in class
- Use details and facts of a news story to write their own stories making sure they have a beginning, middle and end
- Write various types of scripts based on news events they choose to examine.
- Make judgments on what material they should use and what material they should not use in their stories.
- Attract the viewer/listener’s attention at the start of the story.

Resources

Core Text:

Suggested Resources:

Unit 3: On-Camera Speaking	
Content Area: Visual and Performing Arts	
Course & Grade Level: Power of the Media, Grade 7	
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18 days	
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9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
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Instructional Focus	
Unit Enduring Understandings	
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Unit Essential Questions	
<ul style="list-style-type: none"> How can good visuals add to the delivery of a news story? How will the elements of composition of my camera shots add to the effectiveness of the viewer's interest? How does a reporter present themselves as a professional and respected person on-camera? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> Develop skills and abilities to be comfortable speaking in front of a television camera and develop a natural rapport with an audience. How to read stories paying particular attention to emphasis, inflection and clarity. How to make an audio tape of themselves reading a short story and then evaluate themselves and their read. How to use overhead outlines and charts, and identify parts of their voice box and explain how it works. 	

Students will be able to:

- Select a news journalist and log their broadcasting experience noting their specific characteristics in voice, body movement and attire.
- Prepare a news story as a reporter and as an anchor and present it to the class while being videotaped.
- Stand in front of the camera and deliver a news report.

Resources**Core Text:****Suggested Resources:**

Unit 4: Interviewing	
Content Area: Visual and Performing Arts	
Course & Grade Level: Power of the Media, Grade 7	
Summary and Rationale	
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18 days	
State Standards	
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9.4.12.C.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.C.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
Instructional Focus	
Unit Enduring Understandings	
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Unit Essential Questions	
<ul style="list-style-type: none"> How do other video elements enhance a news report? How does editing affect the flow and continuity of a news story? How will the elements of composition of my camera shots add to the effectiveness of the viewer's interest? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> How to enhance their news message with the addition of graphics How to use editing to create a natural flow and continuity to the message. How to limit the use of "talking heads" in a news story, so that the story moves. 	
Students will be able to:	
<ul style="list-style-type: none"> Develop graphics in their stories that will stress importance to the viewer. 	

- Video edit a news story together using voiceover, stand-ups, sound-bites, and graphics.
- Make decisions on what sound-bites/ quotes to use in the delivery of their news message.

Resources

Core Text:

Suggested Resources:

Unit 5: Reporting	
Content Area: Visual and Performing Arts	
Course & Grade Level: Power of the Media, Grade 7	
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Instructional Focus	
Unit Enduring Understandings	
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Unit Essential Questions	
<ul style="list-style-type: none"> How can good questioning techniques uncover both sides of an issue? How does my preparedness affect a discussion I have with another person? How does good listening make me a better interviewer and create a better understanding of an issue? How will the elements of composition of my camera shots add to the effectiveness of the viewer's interest? How does a reporter create a story with no bias towards one side of an issue or the other? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> Develop basic skills necessary to gather information that supports and suggests that a story is worth pursuing. 	

Show students how to use all of the sources and resources available to them to get as much information as possible.

- How to decide, based on the specific information if a story worth pursuing
- How to make determinations on what angle the story should be pursued, who to interview, and investigate the “real” story behind the surface story
- How to use information from sources to create a non-biased journalistic story.
- How to check the validity and truth of information gathered from sources.
- **Students will be able to:**
- Do “live” reporting where they will have to appear on-camera
- Develop a story making decisions on how much of each side to include.
- Follow the details of a story by using sources and using information from them to move through the story.
- Determine the truth of information received from sources of a news story.

Resources

Core Text:

Suggested Resources: