



Birth of TV News at Secondary Campuses

OVERVIEW

In this lesson students will learn about producing compelling stories for a television news show on campus. Students will master writing, video taping, and editing skills in this particular lesson.

GRADE LEVELS
6 through 12 grades

Texas Essential Knowledge and Skills (TEKS)
(<http://www.state.tx.us/teks>)

TIME ALLOTMENT

1 week

§110.64. Advanced Broadcast Journalism I, II, III
(One-Half Credit to One Credit). (a) Introduction.

SUBJECT MATTER

This lesson includes instructional goals in creating an on air teen news cast for the secondary campus.

(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

LEARNING OBJECTIVES

The students will be able to:

- Write news worthy scripts
- Interview multiple sources
- Video tape news subjects
- Edit compelling stories

STANDARDS

(2) The essential knowledge and skills as well as the student expectations for



Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.

(3) Knowledge and skills.

(1)The student demonstrates knowledge of broadcast journalism. The student is expected to:

- (A) identify the historical development of broadcasting from early radio to present day television;
- (B) identify the function and role of broadcast media (radio, television) in society;
- (C) evaluate the laws and ethical considerations affecting broadcast journalism;
- (D) explore the impact of radio and television on society;
- (E) identify the role of broadcast media consumers; and
- (F) identify the strategies of broadcasting to reach certain audiences, including programming decisions.

(2)The student recognizes how broadcast productions are created and disseminated. The student is expected to:

- (A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, and news anchors, in broadcast journalism;
- (B) identify technical elements of broadcast production used to create and deliver news such as equipment, camera basics, editing, and captions;
- (C) understand the economics of broadcasting such as advertising and public funds; and
- (D) demonstrate understanding of how media content is produced by creating and

presenting a broadcast journalism product such as a news report, or an interview.

Source: The provisions of this §110.64 adopted to be effective September 1, 1998, 22 TexReg 7549.

MEDIA COMPONENTS

WEBSITES

www.jea.org
www.taje.org
www.nationalstudent.tv/information.asp
<http://www.bhphotovideo.com>

Notable Quotes

“Your only as good as your last story.”
Helen Thomas (UPI)

VIDEOS

Media Literacy – “What’s in the News” (1998)
WPSX TV & Pennsylvania State University

SOFTWARE

Final Cut Pro
I Movie
Casa Blanca
Adobe Premiere
Microsoft Power Point

Inspiration by Inspiration Software Inc.
<http://www.inspiration.com>
Download a 30-day trial of fully functioning software, which allows the ability to save and print graphic organizers, timelines, diagrams, outlines, and concept maps. Available for both Mac and PC users.



MATERIALS

You will need the following to complete these activities:

PER CLASS

Computers
Video Cameras
Microphones
TV lights
Editing equipment (linear or non-linear)

PER STUDENT

Each student should provide their own memory stick for computer

VOCABULARY

Package
Voice over
Sound Bite
Reader

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Have students write dummy scripts and conduct TV screen tests.

LEARNING ACTIVITIES

1. Interview subjects and write concise TV scripts
2. Video tape subjects interviews with action footage (B-roll)
3. Edit interviews with action footage

CULMINATING ACTIVITY

Producing TV news show

Students can be assessed by interviewing, writing, videography, and editing.

CROSS-CURRICULAR & EXTENSION ACTIVITIES

SOCIAL STUDIES

- historical events can be incorporated into the news show.
Ex: Martin Luther King Day, 9/11, etc.

LANGUAGE ARTS

- Good grammar, spelling and writing skills will cross over into the TV medium.

MATH

- Polls and surveys (Microsoft Excel) are essential for credible news stories.

SCIENCE

- Lab experiments provide for colorful story telling in news shows.

COMMUNITY CONNECTIONS

Get involved with your local cable station. In San Antonio, Time Warner Cable provides an education channel 19. The station will air your students work to the community.

CONTEST INFORMATION

Southwest High School News & Film Festival

2005 MASTER TEACHER
Birth of TV News at Secondary Campuses

Mario Rios



Saturday, April 8, 2006
Contact – M. Rios

CONTACT INFORMATION

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TV RUNDOWN FOR SEPT.23
TAPING WEDNESDAY, SEP. 21
NEWS – JEANETTE ORDONEZ
SPORTS – JEANNA BRITT

<u>STORY</u>	<u>CREW</u>	<u>FORMAT</u>
FIGHTS	JEANETTE	VO/B
HOMECOMING	JEANETTE	VO/B
KATRINA VICTIMS	JEANETTE	VO/B
FCCLA(DOG BISCUITS)	JEANETTE	VO
DECCA	JEANETTE	VO/B
Founder's Day Essay	JEANETTE	READER
EXPRESS NEWS Stock Market	JEANETTE	VO
YEARBOOK FOLLOW UP	JEANETTE	VO
SUMMER Yearbook Pictures	JEANETTE	VO
SENIOR PANORAMIC	JEANETTE	PKG
Spotlight of Week(JOHNSON)	JEANETTE	VO/B

COMMERCIAL BREAK

WELCOME BACK	JEANETTE	READER
DRAGON FOOTBALL	BRITT	VO/B/B/B
PLAY OF THE WEEK	BRITT	VO
VOLLEYBALL	BRITT	VO/B
CROSS COUNTRY	BRITT	VO/B
TENNIS	BRITT	VO
DRAGON NEWS ONLINE	JEANETTE	GRAPHIC
CHANNEL 19 PLUG	JEANETTE	GRAPHIC
PEP RALLY	ANA	PKG
BYE !!!!		

Float stories:

<i>DECA PROMOTION</i>	<i>JEANETTE</i>	<i>VO/B</i>
<i>OLYMPIC SWIMMER</i>	<i>ALYSA</i>	<i>PKG</i>