

**Digital Communications Learning Targets**

**Digital Communications**

**Course Overview:** This course is responsible for producing various school publications. Students will be creating broadcast, print and digital/online media to be distributed to peers, the school district, and Turtle Lake community. The main focus of this class is to produce the high school yearbook, “The Turtle” utilizing a combination of software programs including an online design program provided by the company we are contracted with for printing. Students may also be creating elementary and middle school yearbooks to be printed locally. In addition to the yearbooks students will have the option to participate in the news broadcast of the TLNN (Turtle Lake News Network) which will include script writing and being “on screen” as an anchor. All students will participate throughout the course in the editing of news segments and other assigned videos. Students will be responsible for documenting the school year on camera (photo and video). Depending on the interest, number of students, and time available students may also create the district and/or student newsletters to be published in print and digitally.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1 Camera Basics (10 days)**

**Description:** This unit will get students off and running taking photos and video of the year’s events. Students will learn how to use the school still and video camera equipment. Various settings will be taught including: macro, portrait, action, landscape, and night. Students will learn about ISO, aperture, and shutter speed. They will also learn about the rule of thirds and photo composition.

**Standards**

1. **Prepare images for use in a variety of media. (BIT.DGC4. a)**
2. **Capture images using a digital device. (BIT.DGC4. b)**
3. Develop and refine proper use of input technologies. (BIT.IT1.a)

**Unit 2 Story Boards & Script Writing (5 days)**

**Description:** In this unit students will learn how to create a story board to compose the scenes to a video project. Students will discuss the concept of “getting the news” and what a fact finder does. They will learn how to do research and conduct interviews to determine the most important feature stories. After determining the topics of focus students will write a script for the anchors to follow for the news broadcast including where various clips will need to be inserted.

**Standards**

1. Develop and use a writing process appropriate to the situation. (BIT.BC5.b) (Formal Writing)
2. Use asynchronous (different time, different place) and synchronous (same time, different place) collaboration tools to facilitate group work. (BIT.BC3.d)
3. **The students will construct different leads: dramatic, straight, quotation, punch, and ironic, in an inverted pyramid style using the five W’s: who, what, when, where, and why. (Formal Writing) (BIT.BC5.b)**
4. The students will cite evidence (through note-taking) of how information within a text supports their topic choices. (RI.9-10.1, RI.9-10.2)

**Unit 3 Video Editing Software (5 days)**

**Description:** Students will learn to use various types of video editing software to compose professional multimedia projects. MovieMaker will be used as an introduction to video editing before moving on to more complex software programs. Students will incorporate photos, videos, sound, text, animations, transitions and more to create entertaining broadcasts.

**Standards**

1. Capture an audio sequence on a digital device. (BIT.DGC3.a)
2. **Apply various techniques in a video editing sequence on a digital device. (BIT.DGC3. b)**
3. Design and produce media-rich presentations. (BIT.DGC3.c)
4. Develop and refine proper use of input technologies. (BIT.IT1.a)

**Unit 4 Writing in Journalism (5 days)**

**Description:** Students will learn journalistic, unbiased writing style, and newspaper elements. Students will learn how to correctly report news and how to write news stories.

**Standards**

1. The students will evaluate news stories to determine whether they adhere to the Society of Professional Journalists’ code of ethics and demonstrate proper citation of sources. (RI.11-12.3), (BIT.BC3.a)
2. The students will analyze various news stories (feature, hard, human interest, editorials, reviews, sports and outdoors) to determine how style and content contribute to the meaning and purpose of the article. (RI.11-12.5, RI.11-12.6)
3. **The students will construct different leads: dramatic, straight, quotation, punch, and ironic, in an inverted pyramid style using the five W’s: who, what, when, where, and why. (Formal Writing) (BIT.BC5.b)**
4. **The students will conduct interviews and modify the information into a clearly written and structured news article. (SL.11-12.1, W.11-12.2, Formal Writing)**
5. The students will research a controversial topic, form an opinion and write an editorial, constructed in a SPECS format: situation, position, evidence, conclusion, and solution. (W.11-12.1, Formal Writing) (BIT.BC5.b)
6. The students will design an advertisement in Microsoft Publisher using effective rhetorical strategies: emotional/price appeal, bandwagon, weasel words, expert testimonial, jingle and celebrity. (W.11-12.2, Formal Writing)
7. Use digital messaging technologies to send and receive basic messages. (BIT.BC3.a)

**Unit 5 Design Essentials (5 days)**

**Description:** In this unit students will learn key concepts to designing in the digital world. Concepts will range from file management to security to intellectual property issues. Students will also learn about ethics in graphic design. The unit will then more to types of software programs and file formats and on to issues relating to image resolution, color model, and color use/choices. Basic design theory will also be taught.

**Standards**

1. Determine authority and validity of sources/resources and demonstrate proper citation of sources. (BIT.BC4.b)
2. **Evaluate laws and legal rules associated with intellectual property. (BIT.BLE4.c)**
3. Summarize the importance of social responsibility in all areas of business. (BIT.BLE5.a)
4. Analyze the ethical and legal relationship between fair business practices and intellectual property. (BIT.BLE5.e)
5. Determine ethical issues related to information systems, such as access, accuracy and privacy. (BIT.BLE7.a)
6. **Apply elements of design (contrast, repetition, alignment, proximity) when creating publications. (BIT.DGC1. b)**

**Unit 6 Yearbook Terminology & Design Guidelines (+Software Training) (12 days)**

**Description:** Basic yearbook terminology will be discussed including the concepts of headlines, subheadings, body copy, quotes, drop caps, captions, dominant/supporting photos, candids, mug shots, folios, end sheets, dividers, picas, eyelines, gutters, margins, white space, cropping, bleed lines, theme, ladder, signatures, and spreads. Students will learn basic design guidelines and principles as they apply to yearbook layout. Students will develop a theme, design a cover, set up the yearbook ladder, and create both hand drawn and digital layouts for a variety of types of pages.

**Standards**

1. Use desktop publishing software to produce a variety of publications (i.e., flyers, newsletters, brochures, instructional manuals). (BIT.DGC1.a)
2. **Apply elements of design (contrast, repetition, alignment, proximity) when creating publications. (BIT.DGC1. b)**

**Unit 7 Photo Editing Software (15 days)**

**Description:** This unit will focus on photo editing utilizing Adobe Photoshop (Gimp, Picasa) and/or other photo editing software including the built in features in the yearbook program. Students will learn how to crop, remove redeye/blemishes/braces, remove or move objects in/from photos, change the exposure or color cast of a photo (brightness, contrast, etc.), lighten parts of an image, use selective coloring on an image, use the color replacement tool, change the background of an image, add text to an image, and apply various filters to photos. Students will complete a variety of tutorials creating unique photography art including: images in text, typography portraits, color splash effects, silhouettes, polaroid collages, photo in a photo effects, panoramas, merging faces from multiple photos, dispersion photo effects, photo mosaics, and other tutorials of their choice.

**Standards**

1. **Prepare images for use in a variety of media. (BIT.DGC4. a)**
2. **Capture images using a digital device. (BIT.DGC4. b)**
3. Develop and refine proper use of input technologies. (BIT.IT1.a)

**Unit 8 Sales (3 days)**

**Description:** This brief unit will teach students the skills and confidence necessary to contact local businesses to sell advertisement space in the back of the yearbook. Students will write a script to use when making the phone call and practice making a professional sales pitch. Students will use organizational skills to track business information, calls made, dates, ads sold, calls that need to be returned, etc. Students will turn in sales for invoicing and follow up with ad creation when necessary.

**Standards**

1. Practice efficient and effective spoken communication skills. (BIT.BC1.a)
2. **Formulate a positive self-image by exhibiting professional and ethical behavior in the work environment. (BIT.BC2.a)**
3. Use proper etiquette to communicate with others. (BIT.BC2.c)
4. Demonstrate appropriate etiquette when using a two-way communication device. (BIT.BC3.b)
5. Demonstrate proper listening techniques. (BIT.BC6.a)

**Unit 9 Final Portfolio (120 days)**

**Description:** This final unit will encompass a majority of the students’ time. Students will demonstrate good time management skills and an ability to be good self-starters and team players. After learning the previous units (or when one of the previous units is not being taught) students will be divided in to groups and assigned jobs/tasks to complete for the “business”. Students will have a primary department they will be assigned to and will complete tasks accordingly and have a portfolio that will be graded with criteria that fits within that department. The two major departments will be the yearbook and the news broadcast. Another department could include a newspaper. In this unit students will be focusing on creating yearbook layouts, individual videos, tutorials, taking photos, or working on the newest episode for TLNN.

**Standards**

1. Discuss and demonstrate use of emerging technologies as appropriate to a given task. (BIT.IT1.e)
2. Select and use the most appropriate tool to solve digital problems. (BIT.IT1.f)
3. Identify hardware components inside and outside of a digital device and distinguish which hardware devices would benefit certain tasks. (BIT.IT2.a)
4. **Prepare images for use in a variety of media. (BIT.DGC4. a)**
5. **Capture images using a digital device. (BIT.DGC4. b)**
6. Capture an audio sequence on a digital device. (BIT.DGC3.a)
7. **Apply various techniques in a video editing sequence on a digital device. (BIT.DGC3. b)**
8. Design and produce media-rich presentations. (BIT.DGC3.c)
9. Develop and refine proper use of input technologies. (BIT.IT1.a)
10. Evaluate laws and legal rules associated with intellectual property. (BIT.BLE4.c)
11. Determine ethical issues related to information systems, such as access, accuracy and privacy. (BIT.BLE7.a)
12. **Apply elements of design (contrast, repetition, alignment, proximity) when creating publications. (BIT.DGC1. b)**
13. Use desktop publishing software to produce a variety of publications (i.e., flyers, newsletters, brochures, instructional manuals). (BIT.DGC1.a)

**All Units**

\*Formal Writing: For all formal writing assignments in a unit the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of the English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism. (W. 11-12.4, W.11-12.5, W.11-12.6, W.11-12.8, W.11-12.10, L.11-12.1, L.11-12.2, L.11-12.3)