

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – English**

<u>COURSE TITLE:</u>	Broadcast Journalism
<u>DEPARTMENT:</u>	English
<u>GRADE LEVEL(S):</u>	9-12
<u>COURSE LENGTH:</u>	Semester
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDITS PER SEMESTER:</u>	5
<u>STANDARDS & BENCHMARKS:</u>	California Common Core State Standards: English Language Arts and Literacy
<u>GRADUATION REQUIREMENT:</u>	No
<u>UC/CSU A-G DESIGNATION:</u>	UC/CSU approval pending; (G) -- College-Preparatory Elective
<u>ADOPTED by AUHSD GOVERNING BOARD:</u>	June 2024

INSTRUCTIONAL MATERIALS:

Supplemental Materials

- National Federation of State High School Associations Broadcasting Procedures
- American Scholastic Broadcasting Curriculum (<https://www.scholasticbroadcasting.com/>)
- *Broadcast News Writing Reporting Producing*, Focal Press, (2017)
- Adobe Premiere Pro Classroom in a Book, Adobe, (2024)
- Journalism Education Association Curriculum (<https://jea.org>)

COURSE DESCRIPTION:

This course is designed to build on the knowledge, understanding, and practical experience of gathering, writing and producing news for broadcast media. Theory and hands-on activities include: camera video taping techniques, teleprompting, script writing and editing; videotape editing, and creating news packages. Students will be exposed to operation of a broadcast newsroom, ethics in broadcast journalism, interviewing techniques and media criticism. Students will work in teams, participating in a series of projects, which showcases their reporting, editing and production skills for broadcast media. A key goal of this course is for students to create broadcast news shows that are viewed by the student body.

GRADING GUIDELINES: See AUHSD Grading Guidelines

COURSE CONTENT -- SCOPE and SEQUENCE

Units and Standards	Core Objectives with Assignments and Assessments
Unit #1 -- Introduction to Studio Operations California English Language Arts / Literacy Standards: <ul style="list-style-type: none">• RI 1• RI 2• RI 3• SL 2	Objective(s) <ul style="list-style-type: none">• To review the elements of journalism research, ethics, writing, and presentation.• To be trained in the equipment used in the production and post-production of the broadcasts.• To reflect on their previous video production and introduction unit in order to create SMART goals for the year. Representative Projects / Activities <ul style="list-style-type: none">• Create an annotated outline that covers the steps needed to go from story idea to final broadcast.• Unit reflection to create SMART goals

<p>Unit #2 -- Research and Story Writing</p> <p>California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • W 1 • W 2 • W 6 • W 7 	<p>Objective(s)</p> <ul style="list-style-type: none"> • To learn how to research and write the news stories that air on the broadcast show (name and timeline TBD). • To reflect on one story that they researched and analyze it for personal bias. <p>Representative Projects / Activities</p> <ul style="list-style-type: none"> • In the News: A team of students will consider current issues and stories in the news. They will select one area of focus and research news sites with different viewpoints. While gaining facts from multiple sources, teams must be able to remain neutral and without bias while synthesizing all viewpoints of the story, creating their own interpretation. Besides remaining neutral, the story must become relevant to a high school student body. • Unit reflection to analyze a story they produced for personal bias.
<p>Unit #3 -- “The Package”</p> <p>California California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • RI 6 • SL 2 • SL 4 • SL 6 	<p>Objective(s)</p> <ul style="list-style-type: none"> • To complete “the package”, students must complete pre-production, production, and post-production tasks, all the while consulting with the studio directors and producers. In the end students write, film and edit school and community news stories that will be aired to the high school student body. <p>Representative Projects / Activities</p> <ul style="list-style-type: none"> • Student Profiles: Students use industry technology such as prosumer cameras and Adobe software to film and edit content in a manner that shows creativity and is able to both accurately portray the subject and interest the student body. • Unit Reflection: This reflection is a process piece in which the student explains their Package production. In addition to outlining and detailing steps taken, the student must provide an analysis of choices made. •

<p>Unit #4 -- Broadcast Technology</p> <p>California California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • W 2 • W 6 • SL 4 • SL 5 • SL 6 	<p>Objective(s)</p> <ul style="list-style-type: none"> • To engage in study of industry-standard studio tools to create the broadcast, including lights, cameras, microphones, sound, etc. • To analyze the situation to decide specific tools needed to create the highest quality program. <p>Representative Projects / Activities</p> <ul style="list-style-type: none"> • Broadcast Set-Up: Using critical thinking skills, students will set-up for a broadcast (either during a live event or studio) from an empty room. Students will demonstrate that they can troubleshoot all issues on the fly with no assistance from the adviser. • Unit reflection: students will evaluate the outcome of the studio set-up, including strengths and weaknesses, effects on the individual stories of the day, and how they would improve upon the design in future broadcasts.
<p>Unit #5 -- Broadcast Production</p> <p>California California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • W 2 • W 6 • SL 4 • SL 5 • SL 6 	<p>Objective(s)</p> <ul style="list-style-type: none"> • To create all elements of a broadcast show created with software, from graphics to news stories. • To participate in a variety of roles within the broadcast to demonstrate depth of knowledge of broadcasting. <p>Representative Projects / Activities</p> <ul style="list-style-type: none"> • Broadcast: as a class or in groups, students will demonstrate their understanding of the principles of broadcasting through researching, creating, editing and publishing a broadcast. • Review and Critique: Drawing on an understanding of broadcast principles, review and provide feedback on recorded broadcasts completed by peers.
<p>Unit #6 -- Career Portfolio</p>	<p>Objective(s)</p> <ol style="list-style-type: none"> 1. To create a career portfolio to allow students to demonstrate

<p>California California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none">• SL 1• SL 3• W 2	<p>comprehension and reflect on their work.</p> <ol style="list-style-type: none">2. To have a way for students to take their work and share with prospective employers or college programs. <p>Representative Projects / Activities</p> <ol style="list-style-type: none">1. Portfolio2. Presentation on the learned experiences, reflections and portfolio
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