

Verona Public School District

Curriculum Overview

Broadcast Journalism



Curriculum Committee Members:
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This is a full-year course that allows students to apply principles of video communication and journalism. Students will sharpen their communication skills in such areas as news production, investigative reporting, and broadcast news writing. Students will study the techniques of TV reporting by viewing TV news broadcasts and, using camcorders and editing systems, create their own news program about events and people of Verona High School. In addition, students will use their creative skills to produce short films, commercial advertisements, and music videos. Student will write screenplays, create storyboards, and demonstrate an understanding of visual language to tell their stories. The culmination of the course will be the creation of a "senior video" for the graduating class.

Prerequisite(s):

Journalism I

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction X C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing X N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • iMacs • Camcorders • iPods 	<ul style="list-style-type: none"> • Technology: iMovie; QuickTime; Internet (song converters, YouTube); overhead projector, microphones • Other: Broadcast Journalism internet exercises and activities; tripods; green screen

Unit	Duration	NJCCCS/ Common Core/Tech	Transfer Goal(s)	Enduring Understandings	Essential Questions
<i>Introduction to Broadcast Journalism</i>	2-3 weeks (September)	Ed Tech 8.1.12.F.2	<i>Students will be able to independently use their learning to...</i> Identify and describe key concepts and best broadcast practices used in real-world news.	<ul style="list-style-type: none"> News is defined in multiple ways and can be acquired through many sources. News must come from credible and reliable sources in order to be taken seriously; Certain characteristics must be present for an item to be deemed as news 	<ul style="list-style-type: none"> What is news? What makes a source legitimate? What are the elements of news?
<i>Learning the Equipment and Technology</i>	3 weeks (October)	Ed Tech 8.1.12.F.2; 8.2.12.F.1	<i>Students will be able to independently use their learning to...</i> Effectively utilize broadcast related equipment in a professional and informative manner.	<ul style="list-style-type: none"> Technology enables broadcasters to employ editing tools (audio, video, visual) to help enhance footage and videos; Non-technological equipment and props are also essential in creating broadcasts 	<ul style="list-style-type: none"> How can using technology enhance a story or a broadcast? How can non-technological equipment also help enhance a broadcast?
<i>Creating Stories</i>	4 weeks (October- November)	Ed Tech 8.1; 8.1.12.F.2; 8.2.12.F.1 W.11-12.1; W.11-12.2; SL.11-12.1.2; SL.11-12.4;	<i>Students will be able to independently use their learning to...</i> Accurately apply essential skills with filming equipment and editing technology in an authentic video production.	<ul style="list-style-type: none"> Newsworthy stories must be factual and include little bias and subjectivity; Audiences are drawn into stories in multiple ways Broadcast journalists have certain important guidelines 	<ul style="list-style-type: none"> What makes a story newsworthy? What draws people into a story? What are the critical steps that a broadcast journalist must adhere to in order to create a good story?

Unit	Duration	NJCCCS/ Common Core/Tech	Transfer Goal(s)	Enduring Understandings	Essential Questions
		SL.11-12.5		they must adhere to when creating stories	
Creating Broadcasts	16 weeks (throughout school year; starting in November)	Ed Tech 8.1; 8.1.12.F.2; 8.2.12.C.1; 8.2.12.E.1; 8.2.12.F.1; W.11-12.1; W.11-12.2 SL.11-12.1 ; SL.11-12.2; SL.11-12.4; SL.11-12.5	<i>Students will be able to independently use their learning to...</i> Utilize and apply their skills in filming, editing, and story showing through relevant news segments.	<ul style="list-style-type: none"> Broadcasts must entail certain essential elements to separate the stories from ordinary journalism; Broadcast programs enhance news delivery in various ways 	<ul style="list-style-type: none"> What are the essential elements of a broadcast? How can creating a broadcast program enhance news delivery?
Senior Video, Reflection, Tribute	12 weeks (Mid-March-June)	Ed Tech 8.1.12.F.2; 8.2.12.F.1; SL.11-12.1; SL.11-12.2; SL.11-12.4; SL.11-12.5	<i>Students will be able to independently use their learning to...</i> Develop authentic nostalgic tributes for various audiences that capture the personalities and experiences of the senior class through extensive filming and editing.	<ul style="list-style-type: none"> Certain practices and guidelines must be adhered to in order to effectively collaborate and create class videos; 	<ul style="list-style-type: none"> How can our class create a video to effectively capture the personalities and experiences of the senior class?