

Catalina Foothills School District
Journalism: Broadcast News Production
Grades: 11-12

Journalism: Broadcast News Production will focus on advanced concepts of journalistic skills (interviewing, editing and digital publishing) while learning the fundamentals of media broadcasting. The students will use technical skills in camera interviewing, editing, and production packages for broadcast and web-based publications. Students will acquire 21st century skills through teamwork, professional relationships, authentic broadcast video projects (interviews, documentaries, news features), entrepreneurial broadcasting, and representing and reporting real-life situations.

1. READING: KEY IDEAS AND DETAILS	
J-BNP1.1	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ○ determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text ○ determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text ○ follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
2. READING: CRAFT AND STRUCTURE	
J-BNP2.1	<p>Read technical text in order to determine the meaning of symbols and key terms; analyze the structure of the conceptual relationships, including key terms; analyze the author’s purpose for providing the explanation and/or description as well as defining the question the author seeks to address.</p>
3. READING: INTEGRATION OF KNOWLEDGE AND IDEAS	
J-BNP3.1	<p>Integrate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually into words.</p>
J-BNP3.2	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>
J-BNP3.3	<p>Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.</p>
4. CAREER PLANNING/SKILLS USA	
J-BNP4.1	<p>Create multimedia portfolios that include all forms of digital broadcast media.</p> <ul style="list-style-type: none"> ○ explore career plans that include educational and experiential goals ○ explain factors that contribute to the success of media businesses and freelance/contract providers ○ explain the preparation path and job duties for media occupations (<i>for example: producer, director, journalists, reporters, news editors, assignment editors, cinematographer, editor, and freelance videographer</i>)
5. INDUSTRY SAFETY PROCEDURES	
J-BNP5.1	<p>Comply with industry standards and practice.</p> <ul style="list-style-type: none"> ○ apply compliancy procedures for OSHA (occupational safety and health administration), HazCom (Hazard Communication Standard, warning labels and

	<p>MSDS (material safety data sheets) safety regulations (<i>required: must score 100% on Safety test</i>)</p> <ul style="list-style-type: none"> ○ recommend and apply safety precautions for job-site hazards ○ predict safety hazards associated with a broadcast production and/or audio/visual facility ○ safely operate and perform care and maintenance of equipment
6. COMMUNICATION IN MEDIA: PRESENTATION OF KNOWLEDGE AND IDEAS	
J-BNP6.1	<p>Create and deliver effective media presentations and products.</p> <ul style="list-style-type: none"> ○ incorporate a variety of media related to central idea ○ practice speaking to obtain confidence and fluidity (<i>for example: rate, volume, emphasis, tone, pauses, clarity, posture, gestures</i>) ○ incorporate or refer to audio/visuals (<i>for example: digital media, graphics, body language, props, sound effects</i>) to enhance presentation ○ engage audience, encouraging participation and interaction when appropriate (<i>for example: eye contact, direct address, direct reference to specific audience members</i>) ○ utilize active listening skills when responding to different speakers ○ respond to questions and feedback about own presentations (<i>for example: defend ideas, expand on a topic, use logical arguments</i>)
7. COMMUNICATION SKILLS: VERBAL AND NON-VERBAL COMMUNICATION	
J-BNP7.1	<p>Apply verbal and nonverbal models of communication (<i>required: non-discriminatory and culturally/generational sensitive language</i>).</p> <ul style="list-style-type: none"> ○ describe elements of nonverbal and oral communication ○ compare verbal and nonverbal models of communication
J-BNP7.2	<p>Utilize active listening skills when responding to different speakers.</p> <ul style="list-style-type: none"> ○ ask questions that clarify, broaden, and enrich discussions ○ respond to and builds on specific aspects of others' comments ○ apply strategies for comprehension and retention
8. MEDIA/TECHNOLOGY SKILLS: COMMUNICATION	
J-BNP8.1	<p>Compare and contrasts appropriate digital tools used in the media industry.</p> <ul style="list-style-type: none"> ○ access and manipulate information electronically (Internet, hardware, software, input, output, flash drive) ○ select and use the appropriate measurement tools (Fibonacci Sequence - mathematical sequencing for a compositional grid, back timing, color correctors, wave form monitors and vector scopes and software such as QuickTime, and Adobe CS5) ○ resize to fit format (ratios) ○ appropriately apply timing and mathematical solutions
J-BNP8.2	<p>Create digital media products (<i>required: broadcast, video, and audio productions, DVDs and CDs</i>).</p> <ul style="list-style-type: none"> ○ capture and properly prepares digital images ○ delineate between various production platforms (<i>for example: broadcast television, radio, video/audio for presentation, DVD</i>)
9. ART AND VISUALIZATION SKILLS	
J-BNP9.1	<p>Create a broadcast script.</p> <ul style="list-style-type: none"> ○ analyze how art <u>elements</u> (color, value, line, shape, form, texture, space), <u>principles</u> (balance, emphasis, movement, pattern, proportion, rhythm, unity, and variety) <u>composition</u> ("Golden Mean"/third line), and <u>color theory</u> apply to the content and meaning of the work ○ apply fundamentals of color theory in digital media (<i>for example: visible spectrum, additive color, subtractive color, simultaneous contrast, quality of light: brightness, contrast, shadow detail, angle of light, color, saturation</i>)
J-BNP9.2	<p>Utilize script elements.</p> <ul style="list-style-type: none"> ○ introduce a topic and organize ideas, concepts, and information to make important

	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <ul style="list-style-type: none"> ○ develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic ○ establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing ○ employ various types of format, including digital and traditional video and non-video formats
10. ETHICS AND PROFESSIONAL STANDARDS	
J-BNP10.1	<p>Compare and contrast laws, organizational ethics, and code of ethics (<i>for example: FCC rules, work place rights and issues of discrimination</i>) that create goodwill and trust.</p> <ul style="list-style-type: none"> ○ analyze pros and cons of social media ○ examine relationship between journalism and “citizen” journalists ○ advocate and practice safe, legal, and responsible use of digital tools as defined by school board policy and procedures ○ advocate and exhibit legal and ethical behavior when using technology ○ exhibit digital citizenship by consistently leading by example and advocating social and civic responsibility to others ○ apply legal and ethical procedures to digital media products (copyright laws, model releases, and royalties)
11. PRE-PRODUCTION: PLANNING/TECHNOLOGY (WRITING)	
J-BNP11.1	<p>Write arguments and informative texts required in an audio/visual workplace (<i>for example: mind maps, Treatments, Storyboards, scripts, emails, budgets and producers reports</i>).</p> <ul style="list-style-type: none"> ○ investigate content for a presentation (<i>required: audience demographics, subject content</i>) ○ create and organize pre-production logistics (<i>required: casting project, assigning crew, scheduling, location scouting permissions, storyboarding and or scripting</i>) ○ conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
12. PRODUCTION: BROADCAST	
J-BNP12.1	<p>Produce a broadcast quality project utilizing studio & location techniques.</p> <ul style="list-style-type: none"> ○ direct or perform camera movement ○ create video shots using basic design theory ○ analyze lighting needs, including green and blue screen techniques ○ color correct and calibrate cameras ○ select proper audio sources ○ set levels and mix audio tracks ○ operate Broadcast/Streaming Switcher ○ shoot selection ○ direct crew ○ direct talent ○ record audio and video ○ apply “Electronic Field Production” skills (basic lighting techniques, select location shots, camera operation, uses audio controls and microphones, records audio and video)
13. POST-PRODUCTION/DISTRIBUTION: PUBLICATION	
J-BNP13.1	Create and distribute a broadcast segment.
J-BNP13.2	Using industry standards, develop and strengthen script as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

J-BNP13.3	<p>Log and capture video and audio clips.</p> <ul style="list-style-type: none"> ○ analyze and select video and audio clips that fit the projects criteria ○ inputs into computer
	<p>Edit using industry standard software.</p> <ul style="list-style-type: none"> ○ place timelines, trim & determine correct video transitions ○ record voice-overs, select and edit music and sound effects as needed ○ export in appropriate file format ○ ensure that all revisions are completed and audio/video levels are correct ○ render final project with correct file name
	<p>Delineate between applicable formats (<i>required: DVNTSC, HDV, MOV, AVI, H.264, AIF, WAV, JPEG, PICT, TIFF</i>) and saves and or converts to applicable formats.</p>
	<p>Create 2D motion graphics and animations.</p>
	<p>Use industry standard motion Graphics software (<i>for example:, Adobe Photoshop, After Effects, Digital Juice</i>).</p>
<p>14. PERSONAL AND SOCIAL RESPONSIBILITY: TEAMWORK/COLLABORATION</p>	
J-BNP14.1	<p>Apply traits of team work/collaboration during the learning process.</p> <ul style="list-style-type: none"> ○ frequently share ideas, concerns, personal insights, and resources, although these interactions are often one-on-one ○ assume any role and can accurately describe and perform the duties of most roles, including leadership ○ articulate the team goals and demonstrate commitment to these goals by accepting responsibilities and completing tasks on time ○ with prompting, assess and reflect on progress toward goals ○ usually listen actively and attentively to others and frequently accord others' ideas with respect ○ usually provide and accept constructive feedback
<p>15. PERSONAL AND SOCIAL RESPONSIBILITY: SELF-DIRECTION AND CRITICAL THINKING</p>	
J-BNP15.1	<p>Apply the traits of self-direction and critical thinking during the learning process.</p> <ul style="list-style-type: none"> ○ apply effective problem-solving strategies in group-working relationships (<i>for example: SkillsUSA</i>) ○ share ideas, concerns, personal insights, and resources ○ articulate the team goals and demonstrates commitment to these goals by accepting responsibilities and completing tasks on time ○ apply respectful behaviors and uses appropriate language ○ set meaningful, achievable goals ○ monitor progress and self-corrects during the learning process ○ reflect upon learning (identifies strengths and weaknesses) and use feedback to modify work