



Greenwich Public Schools Curriculum Overview

Broadcast Journalism

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

The Broadcast Journalism class provides students with hands-on experiences in producing programming of Greenwich High School activities, current events or student initiated works. Students will be involved in all facets of video production including planning, producing, editing and distributing the programming through vehicles such as Channel 78, school video channels and the school website and the GHS YouTube Channel.

Additional areas of learning will entail creating music and sound effects, as well as using a green screen, graphics and animation for films. Projects created in this class will go towards building a film portfolio for college, as well as creating movies to be entered into national and local and film contests.

The students in this class put together a show that is streamed to all students in the high school as well as streamed on the Greenwich High School website

Honors Option:

Students have the option in Film Production and Broadcast Journalism to take it as an honors option. Students in this class will choose from a selection of predetermined choices or come up with a treatment for a project to submit to the instructor for their own ideas. The course of study guide states: The Honors Option presents students with the opportunity to earn a weighted grade in an elective class. This option is appropriate for highly motivated, resourceful, and independent students, preferably with prior successful experience in honors-level classes. Students may elect the honors option only within the first cycle of the course by submitting a completed honors contract. Students who are added to the course after the first cycle will not be eligible for the honors option. School Counselors will be notified of contract submission and make the appropriate course change for honors credit. At any time before the end of the first marking period, the student may choose to void the honors contract and receive an unweighted grade.

Unit Pacing Guide

- I. Unit 1 - The Role of the Journalist and Ethics: (1 week)
- II. Unit 2 - Using Video Equipment & Audio Equipment to Capture Footage and Interviews (Throughout the Course)
- III. Unit 3 - Editing & Visual Effects - Incorporating all elements of video production to create a news package(Throughout the Course)
- IV. Unit 4 - Telling the Story: Producing News Packages in Reporter/Photographer Teams and Learning the Pitch(Throughout the Course)

V. Unit 5 - Producing the Show: Using the TV Studio as a Television/News Crew
(Throughout the Course)

Enduring Understanding for the course:

- **Unit 1 the Role of the Journalist and Ethics**
 - Understand both how and why media messages are constructed, and for what purposes
 - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
 - identify elements of a news package (a-roll, sound bites, b-roll, natural sound, graphics, voice over, lower thirds, stand up, lead).
 - identify bias.
 - determine the characteristics of newsworthy stories.
 - identify roles and responsibilities of a news production crew.
 - understand and discuss a journalist's code of ethics.

- **Unit 2: Using Video Equipment & Audio Equipment to Capture Footage and Interviews**
 - identify parts and the various functions of a digital video camera and tripod.
 - use manual camera settings to adjust white balance.
 - develop questions that elicit deeper responses.
 - demonstrate responsible use of equipment.
 - set up lavalier microphones on interview subjects.
 - set up (technically and spatially) and conduct an interview using a digital video camcorder, tripod, microphone and headphones.
 - demonstrate basic composition skills.
 - use a digital video camera to capture desired b-roll footage.
 - use camera and audio equipment to collect high quality audio and natural sound for inclusion in the news package.

- **Unit 3: Editing & Visual Effects** - Incorporating all elements of video production to create a news package
 - utilize the basic functions of editing software
 - demonstrate the various steps involved in the post-production process
 - demonstrate the differences between insert and assemble editing and know when to use each.
 - log footage and generate an edit decision list based on previewed footage
 - create titles, lower thirds, and credits for inclusion in video projects
 - adjust audio levels for desired effect

- layer video and audio
- **Unit 4: Telling the Story: Producing News Packages in Reporter/Photographer Teams**
 - identify a newsworthy story from the school or local newspapers.
 - perform research about the issue.
 - Learning how to pitch an idea
 - identify a variety of subjects to be interviewed to produce a well rounded and balanced story.
 - develop open ended interview questions specific to the subject to be interviewed.
 - develop a preliminary list of b-roll footage to be captured.
 - secure an interview time and place.
 - preview and log footage for sound bites and relevant b-roll.
 - write a script which incorporates the chosen reporter standup, sound bites, b-roll and voiceovers.
 - import all media elements into editing software.
 - export news package for broadcast.
- **Unit 5 – Producing the Show: Using the TV Studio as a Television/News Crew**
 - Fill various roles on a production crew
 - Utilize studio equipment
 - Produce a show format that engages their peers / viewers
 - Write script for the talent
 - Shoot and edit an intro/opening
 - Acts as an editorial team to shape programming and show content

Video Production Standards (2018)

Connecticut Core Standards

- DVP.01 Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- DVP.03.01 Identify a target audience and design an appropriate message for the target market.*(C8)
- DVP.03.04 Define and describe the legal concerns of copyrights, ethics, releases, and royalties.*(C11)
- DVP.03.02 Describe the process used for concept development/treatment.*(C9)
- DVP.03.05 Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.*(C12)
- DVP.03.06 Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.*(C13)
- DVP.04 Production: Identify and describe the elements of production to effectively deliver a message.
- DVP.04.01 Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.*(D14)
- DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods.*(D15)
- DVP.04.04 Describe the equipment and personnel necessary for producing a field production.*(D17)

- DVP.06 Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
- DVP.06.01 Create graphics and titles appropriate to the project.*(F22)
- DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
- DVP.06.03 Describe and apply import, file, and asset management.*(F24)
- DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25)
- DVP.06.05 Edit audio for voice over, sound levels, music, and sound effects with application software.*(F26)
- DVP.06.01 Create graphics and titles appropriate to the project.*(F22)
- DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
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- DVP.06.05 Edit audio for voice over, sound levels, music, and sound effects with application software.*(F26)

Assessments / Resources

- Student demonstrate hands-on use of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings
- Students will set up and conduct several interviews on camera in the TV studio – demonstrating active listening and spontaneous follow-up questioning skills
- Students will produce and edit all video and audio elements into a final broadcast ready news package of 1 to 3 minutes in length.
- Work collaboratively and utilize the television studio to create news packages an a news show of approximately 7 to 10 minutes in length which incorporates news packages and broadcasts to the school community
- •Students will develop a list of questions designed to seek specific information about a topic and elicit deeper responses
- Students will set up and conduct several interviews on camera in the TV studio and out – demonstrating active listening and spontaneous follow-up questioning skills
- Students will create a list and capture relevant b-roll footage
- Collect all elements for a news package about a story occurring in school at the time OR use pre-packaged footage (possibly activity fair, student elections, etc.)
- Students will identify newsworthy topics, work together in reporter/photographer teams and follow the process of electronic news gathering to create a news package
- Discuss ethical issues related to news.

- Required Assured Experiences:
Work collaboratively and utilize the television studio to create news packages an a news show of approximately 7 to 10 minutes in length which incorporates news packages and broadcasts to the school community

- Course Essential Questions assessed in summative and formative assessments:
 - What qualifies as “news?”

- What is the journalist's responsibility to the public?
- How are camera techniques, images, sound, and language used to develop and communicate an effective message, and tell a story?
- What process / workflow is used in electronic newsgathering?
- What code of ethics should broadcast journalism follow?
- How do we use information, images, and sound responsibly? (avoid manipulation / create false truth)
- What are the elements of a news show?
- How do we work collaboratively to produce video content and programming?

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
 - Students will develop and explore their own research questions during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This source evaluation and research will allow students to gain a variety of perspectives.
- Explore, define, and solve complex problems
 - Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership

- Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.
- Conduct themselves in an ethical and responsible manner
 - Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
 - Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities
 - Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.