Writing Lab IV

Unit 4- Journalism and Broadcasting
Course Philosophy

Yearbook Design and Publication consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. The Yearbook Design and Publication course is designed to provide an opportunity for students to learn about the publishing process by designing, building and marketing. Students will work on developing skills in: graphics, desktop publishing, computer design, photography, and marketing. They will be challenged to graphically capture important moments in the school year. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with ongoing support our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Each Unit is 9 weeks in Length</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Principles and Journalistic Writing</td>
<td>L.11-12.6, CPI.9.4.12.C.(2).1, CPI.9.4.12.C.(2).2; W.11-12.4; SL.11-12.1; SL.11-12.2-3; CPI.94.12.C.(2)7; W.11-12.4</td>
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<tr>
<td>Unit 2</td>
<td>Theme Development or Design Production</td>
<td>W.12.4; CPI.9.4.12.C.(2).1; RI.11-12.2-6 CPI.9.4.12.C.(2)3; SL.12.1; CPI.9.4.12.C.(2)4 RI.9.3; CPI 9.4.12.C.(2).6</td>
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<tr>
<td>Unit 4</td>
<td>Journalism and Broadcasting</td>
<td>W.11-12.6; CPI.9.4.12.C.(2).7; RI.11-12.2-6; W.12.2; SL.12.1; W.12.5; SL.12.1b; L.12.6 CPI.9.4.12.C.(2)3</td>
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Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Diagrams, charts, visuals and graphs

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
### Educational Technology

#### Standards


- **Technology Operations and Concepts**
  - Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.

- **The Designed World**
  - Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.
Career Ready Practices
Standards
CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting
 Career Ready Practices

the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to
Career Ready Practices

introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

➢ CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

➢ CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

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**Seeking to build each learner’s capacity to do the following:**

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

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**Open-ended activities and projects**

- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Yearbook Publication* has applications in Communications and Language Arts through the written, spoken and graphic means of communications needed to work with the variety of people involved in the publishing field. Business skills are involved in the book’s pricing, sale of advertising, the design of the book’s sales campaign, and the accounting procedures followed in handling the money and receipts. Fine Arts play a big role in the overall design of the book and its pages, in picture layout and composition, and color selections. The relations with Graphic Design are also seen here, including the measuring and gridding of page layouts, font specification, and material choices. Math is involved in the measuring of pages, font specification, proportional resizing of pictures, and financial accounting. Social Studies is involved in dealing with the perceived desires of the advertising and students/parent customers, the polling involved in securing dedications or class superlatives. The sense of the school’s history and traditions is also a big part of the design of a yearbook.
Methods of Assessment

Participation:

- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough drafts
- advertising sale documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
<table>
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<tr>
<th>Grade: 12</th>
<th>Yearbook Design and Publication</th>
<th>Unit 4: Journalism and Broadcasting</th>
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**Essential Focus Questions**
- What is pre-production for TV production/broadcasting?
- What is technical video production for TV production/broadcasting?
- What is post-production for TV production/broadcasting?

**Outcome**
- Work together to organize and manage the processes needed to produce the yearbook.
- Use different types of computer software, including desktop publishing, digital photography, word processing, and spreadsheet software.
- Apply computer skills and design principles to create and complete the production of yearbook pages.
- Develop knowledge of all pre and post-production concepts and skills.
- Develop knowledge of technical skills (final cut pro, iMovie).
- Apply computer skills to create a broadcast production (graduation video/video yearbook/short news program).
<table>
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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
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<tr>
<td>W.9-12.6</td>
<td>Students will learn how to operate and maintain digital filming equipment such as flip cameras, and camcorders.</td>
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<tr>
<td>CPI.9.4.12.C.(2).7</td>
<td>Students will learn basic videography skills, including lighting, focus, framing, tripod and battery use.</td>
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<td>To demonstrate knowledge of camera parts and operations and demonstrate knowledge of camera angles and effects.</td>
<td>Students will learn how to capture video (in groups).</td>
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<td></td>
<td>Learn the following terms: backlight, focus, panning, tilting, bust shot, lead room, head room, high angles, low angles, medium shot and long shot.</td>
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<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
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<tr>
<td>RI.11-12.2-6</td>
<td>Students will develop listening and observational skills necessary for quality interviewing techniques.</td>
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<tr>
<td>W.12.2</td>
<td>Students will collect background information prior to an interview.</td>
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<tr>
<td>SL.12.1</td>
<td>Students will prepare questions to conduct an effective interview.</td>
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<tr>
<td>W.12.5</td>
<td>Students will demonstrate effective questioning and note-taking skills for face-to-face interviews.</td>
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<tr>
<td>SL.12.1b</td>
<td>Students will explore methods for dealing with reluctant or hostile sources.</td>
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<tr>
<td>L.12.6</td>
<td>Students will be able to film an interview employing all of the skills acquired for camcorder usage and interviewing skills.</td>
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<tr>
<td>CPI.9.4.12.C.(2)3</td>
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<tr>
<td>Students will learn to prepare for and conduct face-to-face interviews</td>
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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS:</td>
<td>Learn the following terms: storyboard, script, transitions, fade, dissolve, wipes, cut, and jump-cut</td>
</tr>
<tr>
<td>SL.12.1 CPI.94.12.C.(2)4</td>
<td>Students will choose a subject, illustrate a storyboard, create a script, select transitions, and film video for broadcast.</td>
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<tr>
<td></td>
<td>Students will learn how to edit film in order to produce a broadcasting production.</td>
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<tr>
<td></td>
<td>Students will learn how to include sound and still pictures into broadcasting production.</td>
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<tr>
<td></td>
<td>Students will produce a finalized broadcast.</td>
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</table>
RESOURCES FOR UNIT # 4

**YouTube videos**
pretty good - shows a bad interview and then a good one. The interviewer does the exact same both times. 7 minutes
[http://www.youtube.com/watch?v=Gww2vrIhjeU](http://www.youtube.com/watch?v=Gww2vrIhjeU)

How to answer the question "Tell me about yourself"
[http://www.youtube.com/watch?v=tDhbLdFJAF4](http://www.youtube.com/watch?v=tDhbLdFJAF4)

The interviewee makes the mistakes with suggestions written for improvement.
[http://www.youtube.com/watch?v=ckHT_omM_R4&feature=grec_index](http://www.youtube.com/watch?v=ckHT_omM_R4&feature=grec_index) 1 minute

4 minutes Dos and Don't of interviews: How to dress, proper handshake, Key questions and how to answer them, Key suggestions
[GOOD](http://www.youtube.com/watch?v=S1ucmfPOBV8&feature=related)

**Interview Question Tips**
Common questions and how to answer them.
[http://www.denham.net/15-tips.html](http://www.denham.net/15-tips.html)


List of interview questions often asked and ones that applicants can ask.
[http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-6.pdf](http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-6.pdf)

University of Minnesota.

Manual on iMovie:

Youtube tutorial on iMovie
http://www.youtube.com/watch?v=lfX0ptAA10Q

Youtube tutorial on Final Cut Express
https://www.youtube.com/watch?v=0hhXZKePkJ8
TV News Evaluation

Ask the students to watch a nightly news program and fill out the worksheet.

Network/News Program ______________________

1. List the stories in the order presented. How many minutes were given to each topic?

   TOPIC                        MINUTES
   a. .................................................................
   b. .................................................................
   c. .................................................................
   d. .................................................................

2. Pick one story and describe the beginning, middle and end of the story.

3. Listen to the reporter. Can you mimic their speech patterns? Do they use phrases such as “um” “like” or “you know”? How would you describe their tone? Upbeat? Serious? Alarmed? Uncaring? Why do you think so?

4. How much background or history is in the report

5. Are there any facts or statistics used in the story? If so, what are they?

6. Where do the reporters' eyes look when they are speaking?

7. What do the reporters do when they are finished with their story?
Finding Story Ideas

Instructions: Many good news stories come from the reality of daily life. Look around. Listen. Find a news story that comes from real life by following these 5 steps.

STEP 1. Generate Ideas. Think about news story ideas by using some of your own life experiences and those of your family, neighbors and friends. Brainstorm 5 potential ideas by thinking about what makes these stories interesting and important. Write these down to share with your teacher or a small group of peers. After getting their feedback, select the best idea.

STEP 2. Gather Background Information. What background information could be used to make this story relevant to a wider audience? How does this story connect to larger social and political issues? Gather information from sources that can help expand the appeal and relevance of this story. Add five facts, opinions or other interesting information by gathering information from a variety of sources.

STEP 3. Consider News Values. What aspects of your story are local? Timely? Relevant? Is there a human interest angle? Is there conflict or controversy? The more genuine news values there are in your story, the more your editor will like it.

STEP 4. Identify Potential Sources. Make a list of possible sources that could be used might use to add depth and vividness to your story. Sources may include parents, other family members or eyewitnesses. You may want to find the names of experts who could offer an important perspective to your story.

STEP 5. Develop a News Story Pitch. Prepare a short 2-minute speech designed to persuade a television news editor that their story is newsworthy. In the presentation:

- Use a hook to get people’s attention using humor, suspense or ambiguity
- Tell the story with attention to the who, what, where, when and why
- Offer solid information, including ideas for people to interview
- Show how emotional connections will be activated to get the audience involved
- Explain why viewers would find this story relevant, interesting or important
- Deliver your message persuasively with good vocal energy
- Display confidence that your editor will find this a compelling newsworthy story
Finding Story Ideas

Instructions: Students are required to shoot and edit a two-minute video about high school retention rates. Break up into groups of at least 3 people. Choose an interviewer/reporter, camera operator and editor.

All: Take some time to decide on a research, shooting, and editing schedule. Begin with the following questions.

- What are retention rates? (See: http://blogs.abcnews.com/politicalpunch/2010/03/obama-tackles-high-dropout-rates-targets-chronically-troubled-schools-.html)

- Who can we interview about this topic? Try to identify at least 3 people from different backgrounds. (For example, select administrators, guidance counselors, principals, teachers, students, parents.)

- What is the best time to schedule these interviews? Who is going to contact the individuals and schedule the interviews? Where are we going to do the interviews? Think about diverse settings such as offices, hallways, classrooms, lunch room, gym, etc.

  Interviewer:

- These are general sample questions for your sources.

1. Why do students drop out of high school?

2. How many students drop out of our school each year?

3. What are our school administration and teachers doing to keep students from dropping out of school?

4. How do parents respond to their child who decides to drop out of high school?

5. What are the employment options for students who drop out of high school?