Broadcast Journalism

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This project-based class is responsible for the broadcast of the morning announcements. This class will cover equipment use, writing for broadcast, sound and lighting, interview techniques, editing for production, advertising, and public speaking. ***Parent's permission to use the Internet is required for participation in this course.*** (Year)

This curriculum is based on standards taken from the Ohio Technology Curriculum Standards and the National Educational Technology Standards (NETS) for Students developed by ISTE (International Society for Technology in Education). Because it is also a journalism course, standards were taken from the Ohio Fine Arts (Visual Arts) standards and the Ohio English Standards.

Fine Arts – Visual Arts

Creative Expression and Communication

1. Solve visual art problems that demonstrate skill, imagination, and in-depth understanding of media and procedures.
2. Use criteria to revise works-in-progress, and describe changes made and what was learned in the process.

Valuing the Arts/Aesthetic Reflection

3. Develop and apply criteria that address the aesthetic characteristics in works of art.

English/Language Arts

Oral Communication

1. Demonstrate appropriate grade level oral communication skills, as evidenced in part by the ability to:
    a. Select topics suitable to the audience and purpose;
    b. Analyze and synthesize information for speaking;
    c. Communicate orally to inform, entertain, and persuade.

Listening/Visual Literacy

2. Discuss how truth and fact are presented in various forms.

Writing

3. Generate writing appropriate to varied audiences and purposes that:
    a. Demonstrates competency in grammar, mechanics and spelling;
    b. Demonstrates functional knowledge of organizational skills and strategies;
    c. Conveys meaning.
4. Generate writing that contains ordered, related, well-developed ideas.

Technology

Research

Standard 1; Benchmark A:3(9): Make informed choices among technology systems, resources, and services.
NETS: Demonstrate a sound understanding of the nature and operation of technology systems.
Standard 4; Benchmark C:2(10): Employ online communication capabilities to make inquiries, do research and disseminate results.
Standard 5; Benchmark A:1(9): Define terms which determine information validity:

- Accuracy;
- Authority;
- Objectivity;
- Currency; and
- Coverage (including objectivity and bias).

Standard 5; Benchmark A:1(10): Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).
Standard 5; Benchmark A:2(10): Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a paper).
Standard 5; Benchmark A:3(10): Create a bibliography of sources in electronic format.
Standard 5; Benchmark A:4(10): Select appropriate information on two sides of an issue (e.g., identify the author of each information source and her/his expertise and/or bias).
Standard 5; Benchmark A:3(11): Determine valid information for an assignment from a variety of sources.
Standard 5; Benchmark B:4(12): Integrate multiple information sources in the research process.
Standard 5; Benchmark C:3(12): Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
Standard 5; Benchmark C:4(12): Critique research retrieved through the

Internet for authority, accuracy, objectivity, currency, coverage and relevance.

Technology and Equipment Usage

Standard 3; Benchmark B:1(9): Identify and use input/output devices to operate and interact with computers and multimedia technology resources.
NETS: Practice responsible use of technology systems, information and software.
Standard 3; Benchmark B:2(10): Use equipment related to computer and multimedia technology imaging.
Standard 3; Benchmark B:1(11): Apply emerging technology tools and resources for managing and communicating personal/professional information.
NETS: Use technology resources for solving problems and making informed decisions.
Standard 7; Benchmark E:1(10): Use multiple ways to communicate information, such as graphic and electronic means (e.g., graphic—printing and photochemical processes; electronic computers, DVD players, digital audiotapes, MP3 players, cell and satellite phones; multimedia—audio, video, data).
NETS: Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
Standard 7; Benchmark E:3(10): Identify and explain the applications of light in communications (e.g., reflection, refraction, additive and subtractive color theory).
Standard 7; Benchmark E:4(10): Compare the difference between digital and analog communication devices.
Standard 7; Benchmark E:1(12): Use information and communications systems to inform, persuade, entertain, control, manage and educate (e.g., Internet, telephones, cell and satellite phones, smart phones, TVs, radios, computers, fax machines, PDAs, mobile communicators).
Standard 7; Benchmark E:2(12): Analyze a dysfunctional communication system, and suggest improvements (e.g., the school public address system).
Standard 7; Benchmark E:4(12): Identify and apply appropriate codes, laws, standards or regulations related to information and communication technologies (e.g., International Electrical and Electronic Engineers—IEEE, Federal Communication Commission—FCC, Occupational Safety and Health Administration—OSHA, National Electric Code—NEC, International Standards Organization—ISO, Ohio Environmental Protection Agency—Ohio EPA, American National Standards Institute—ANSI).

Productivity/Design/ Message

Standard 3; Benchmark B:2(9): Demonstrate proficiency in all productivity tools.
Standard 4; Benchmark A:1(9): Format text, select color, insert graphics and include multimedia components in student-created media/communications products.
Standard 4; Benchmark A:3(9): Examine how and why image, language, sound and motion convey specific messages designed to influence the audience.
Standard 4; Benchmark A:1(10): Identify and incorporate common organizational techniques used in electronic communication.
Standard 4; Benchmark A:2(10): Manipulate communication design elements (image, language, sound and motion) based on intent of the message.
Standard 4; Benchmark A:4(10): Compare and contrast the accuracy of the message/communication product with audience results.

Standard 4; Benchmark A:1(11): Employ design techniques, taking into consideration the psychological impact and cultural connotations of color, when designing for print media and multimedia, video and Web pages.
Standard 4; Benchmark A:3(11): Adapt design concepts to emerging technologies.
Standard 4; Benchmark A:1(12): Facilitate message intent by incorporating design elements that contribute to the effectiveness of a specific communication medium into student-generated products (e.g., black and white footage to imply documented truth; set design that suggests cultural context).
Standard 4; Benchmark B:2(9): Use technology to publish information in electronic form (e.g., Web, multimedia, digital video, electronic portfolio).
Standard 4; Benchmark B:3(9): Validate use of communication techniques.
Standard 4; Benchmark B:1(11): Archive communication products in appropriate electronic forms (e.g., store electronic publications so they may be accessed when needed).
Standard 4; Benchmark B:2(11): Critique personal communication products.
Standard 4; Benchmark B:2(12): Explain evaluation criteria and processes used to communicate with technology (e.g., telecommunications, Wi-Fi, voice over IP).
Standard 5; Benchmark D:2(12): Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
Standard 5; Benchmark D:4(12): Select an appropriate tool, online resource or Website based on the information need.
Standard 6; Benchmark A:6(9): Brainstorm solutions to problems using common brainstorming techniques (e.g., select a leader, select a recorder, generate ideas, discuss and add-on to ideas of others and recognize all ideas are welcome).
Standard 6; Benchmark A:1(12): Implement the design process: defining a problem; brainstorming, researching and generating ideas; identifying criteria and specifying constraints; exploring possibilities; selecting an approach, developing a design proposal; making a model or prototype; testing and evaluating the design using specifications; refining the design; creating or making it; communicating processes and results; and implement and electronically document the design process.
Standard 6; Benchmark B:5(11): Collaborate with peers and experts to develop a solution to a specific problem.
Standard 6; Benchmark B:6(11): Demonstrate the importance of teamwork, leadership, integrity, honesty, work habits and organizational skills in the design process.
Standard 6; Benchmark B:6(11): Explain that function is the purpose for which a product/system was designed, and that focus on the function will expand the space in which solutions are available.
Standard 6; Benchmark B:6(11): Use computers, calculators, instruments and devices to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate to group members (e.g., CAD— computer-aided design, software, library resources, the Internet, word processing, CBLs—calculator based labs, laser measuring tools and spreadsheet software).

Evaluation

Standard 4; Benchmark A:4(9): Assess the acuracy of the communication product.
Standard 4; Benchmark A:3(10): Verify accessibility components of the communication product and adapt as needed.
Standard 4; Benchmark A:2(12): Analyze the complexities and discrepancies found in communication products.
Standard 4; Benchmark B:2(10): Evaluate communication products.
Standard 5; Benchmark A:2(11): Analyze the intent and authorship of information sources used for a curricular need.
Standard 5; Benchmark B:3(11): Identify relevant facts, check for validity, and record appropriate information, keeping track of all sources.
Standard 5; Benchmark B:3(12): Critique information sources to determine if different points of view are included.
Standard 5; Benchmark B:8(12): Archive the final product in a format that will be accessible in the future.

Web Production

Technology and Communication Applications

Standard 4; Benchmark A:4(11): Select and evaluate message-appropriate designs for print, multimedia, video and Web pages for curricular and personal needs (e.g., silly graphics may not be appropriate for academic projects).
Standard 4; Benchmark B:1(12): Use Web technologies to disseminate information to a broader audience.

Technology and Information Literacy

Standard 5; Benchmark D:4(11): Support choices of free and fee-based Web information used to create a class project.
NETS: Use technology tools to enhance learning, increase productivity, and promote creativity.
NETS: Use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Ethics

Standard 6; Benchmark A:8(9): Recognize that patent, trademark and copyright laws protect technological ideas and intellectual property.
NETS: Understand the ethical, cultural and societal issues related to technology.

Ethical and Legal Issues

Technology and Social Interaction

Standard 2; Benchmark A:2(10): Contrast ethical considerations and how they are important in the development, selection and use of technologies.
Standard 2; Benchmark A:4(12): Evaluate national and international policies that have been proposed as ways of dealing with social changes resulting from

new technologies.
Standard 2; Benchmark D:1(10): Describe/discuss the ethical considerations involved in the development/deployment of a technology.
Standard 2; Benchmark D:2(11): Analyze technology law, legislation and policy in context of user rights and responsibilities.
Standard 2; Benchmark D:1(12): Predict what might happen if the principles of intellectual property were ignored in one's own community.
Standard 2; Benchmark D:3(12): Respect the principles of intellectual freedom and intellectual property rights.
Standard 2; Benchmark D:4(12): Practice responsible and ethical usage of technology.
Standard 2; Benchmark E:2(9): Describe criteria for assessing the quality of information.
Standard 4; Benchmark A:3(12): Interpret ethical considerations and legal requirements involved in the construction of communication products.
Standard 5; Benchmark A:2(12): Acknowledge intellectual property in using information sources.
Standard 5; Benchmark B:5(10): Follow copyright law and use standard bibliographic format to list sources.